DOCUMENT RESUME

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TITLE	Initiating Instructional Change Through Modified Administrative Behavior by Elementary Principals. End-of-Project Report.
INSTITUTION	Spartanburg County School District 7, S.C.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; South Carolina State Dept. of Education, Columbia.
REPORT NO	DPSC-69-6816
PUB DATE	30 Jun 72
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DESCRIPTORS	*Administrator Education; *Administrator Role; Educational Change; *Elementary Schools; Handicapped Students; *Inservice Programs; Instructional Innovation; Language Arts; Mathematics Education; *Principals; Program Evaluation; Questionnaires
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

During the project period reported, a core of meetings covering 12 distinct topics provided a vehicle for continuing involvement of principals in group development. Project staff members undertook visitations to schools of participating principals to provide needed assistance, support, and encouragement in change and/or program evaluation efforts. The four stated objectives of the Project were to increase principals' levels of administrative competence; improve the level of innovativeness in elementary schools; increase the level of implementation of child-centered activities; and train a number of key personnel who, in the future, might serve as elementary school principals. (Author)

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INITIATING INSTRUCTIONAL CHANGE
Through
MODIFIED ADMINISTRATIVE BEHAVIOR
By
ELEMENTARY PRINCIPALS

Project No. 69-6816-71-040
Title III, Public Law 89-10

END-OF-PROJECT REPORT

Presented To

S.C. State Department of Education
Rutledge Office Building
Columbia, South Carolina

By

Spartanburg County School District Number Seven
Dupre Drive
Spartanburg, South Carolina

June 30, 1972

EA 005 350

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Revised September, 1971)

PART I
STATISTICAL REPORT
Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A - GENERAL PROJECT INFORMATION — GRANT NUMBER _____ (State Use Only)

1. NAME AND ADDRESS OF LOCAL SCHOOL DISTRICT
Spartanburg County School District
Number Seven
P. O. Box 970
Spartanburg, S. C. 29301

2. REASON FOR SUBMISSION OF THIS FORM-check one
a. ( ) INITIAL APPLICATION FOR TITLE III GRANT
b. ( ) APPLICATION FOR CONTINUATION GRANT PROJECT NUMBER _____
c. (X) END OF PROJECT REPORT PROJECT NUMBER 69-6816-71-040

3. PROJECT TITLE (5 words or less)
Initiating Instructional Change Through Modified Administrative Behavior by Elementary Principals

4. CRITICAL NEEDS DESCRIPTOR

(a) ELEMENTARY	(b) SECONDARY
(x) First Grade Failures	( ) Language Arts
(x) Language Arts	( ) Math
(x) Math	( ) Dropout Prevention
(x) Dropout Prevention	( ) Handicapped
(x) Handicapped	

5. TITLE III FUNDS REQUESTED

	Beginning Date	Ending Date	Funds Requested
a. Initial Application	July 1, 1969	Nov. 30, 1970	$78,000.
b. Application for First Continuation Grant	Dec. 1, 1970	June 30, 1971	41,274.
c. Application for Second Continuation Grant	July 1, 1971	June 30, 1972	49,745.
d. Total Title III Funds			$169,019.

6. NAME AND ADDRESS OF PERSON AUTHORIZED TO RECEIVE GRANT
J. G. McCracken
P. O. Box 970
Spartanburg, S. C. 29301
TITLE: Superintendent
PHONE: 585-2231

7. LIST SCHOOL DISTRICTS TO BE SERVED BY PROJECT
Cherokee County School District No. 1
School District of Greenville County
Laurens County School District Nos. 55, 56
Newberry County School District
Spartanburg County School Districts 1-7
School District of Union County
TOTAL DISTRICTS SERVED 13

8. NAME OF PROJECT DIRECTOR
John H. Tillotson
PHONE: 585-8756

9. ADDRESS (Number, Street, City, Zip Code)
P. O. Box 3124
Spartanburg, S. C. 29302

I hereby certify that the information contained in this application is, to the best of my knowledge correct, and the local educational agency named above has authorized me as its representative to file this application.

10. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT — 11. DATE

J. G. McCracken — June 30, 1972

SDE 24-001-00 South Carolina Department of Education

(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Consolidated Summary Sheet
SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTRICT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
   a. FISCAL YEAR ENDING JUNE 30, 1970 _____
   b. FISCAL YEAR ENDING JUNE 30, 1971 _____
   c. ESTIMATED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1972 _____

2. ASSESSED VALUATION AND TAX LEVY
   a. TOTAL ASSESSED VALUATION _____
   b. ASSESSED VALUATION PER PUPIL _____
   c. ASSESSED VALUE AS PERCENT OF TRUE VALUE _____
   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

		PRE-KINDERGARTEN	KINDERGARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1. School Enrollment in District	Public	148	1,769	68,218	57,079	Sp.Ed. 2,803 Adult 5,779	135,796
	Non-Public		720	1,164	493		2,377
2. Persons Participating in Project	Public					Principals 76	76
	Non-Public						
	Not Enrolled					Visitors 29	29
3. Staff In-Service Training	Public						
	Non-Public						
4. Participation by Ethnic Group	White					66	66
	Non-White					10	10

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Cherokee County

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTRICT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

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			PRE-KINDER-GARTEN	KINDER-GARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1	School Enrollment in District	Public	102	241	4,773	3,818	Adult 929	9,863
		Non-Public			64	22		86
2	Persons Participating in Project	Public					Principals 8	8
		Non-Public						
		Not Enrolled						
3	Staff In-Service Training	Public						
		Non-Public						
4	Participation by Ethnic Group	White					8	8
		Non-White						

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Greenville County
SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTRICT PROJECTS (SECTION C ONLY).

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SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

			PRE-KINDERGARTEN	KINDERGARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1	School Enrollment in District	Public		927	28,936	25,327	Sp.Ed. 1,510 Adult 1,355	58,055
		Non-Public		64	346	101		511
2	Persons Participating in Project	Public					Principals 16	16
		Non-Public						
		Not Enrolled						
3	Staff In-Service Training	Public						
		Non-Public						
4	Participation by Ethnic Group	White					14	14
		Non-White					2	2

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Laurens #55

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTIRCT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

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SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

			PRE-KINDER-GARTEN	KINDER-GARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1	School Enrollment in District	Public		47	3,115	2,538	Sp.Ed. 136 Adults 225	6,061
		Non-Public						
2	Persons Participating in Project	Public					Principals 6	6
		Non-Public						
		Not Enrolled						
3	Staff In-Service Training	Public						
		Non-Public						
4	Participation by Ethnic Group	White					5	5
		Non-White					1	1

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Laurens #56
SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTRICT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

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   c. ASSESSED VALUE AS PERCENT OF TRUE VALUE _____
   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

			PRE-KINDERGARTEN	KINDERGARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1	School Enrollment in District	Public		52	2,415	1,652	Sp Ed. 23 Adults 244	4,386
		Non-Public						
2	Persons Participating in Project	Public					Principals 2	2
		Non-Public						
		Not Enrolled						
3	Staff In-Service Training	Public						
		Non-Public						
4	Participation by Ethnic Group	White					2	2
		Non-White						

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Newberry County

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTRICT PROJECTS (SECTION C ONLY)

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
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2. ASSESSED VALUATION AND TAX LEVY
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   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

			PRE-KINDER-GARTEN	KINDER-GARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1	School Enrollment in District	Public		79	3,686	2,679	Sp.Ed. 130 Adult 466	7,040
		Non-Public		50	142	33		225
2	Persons Participating in Project	Public					Principals 5	5
		Non-Public						
		Not Enrolled						
3	Staff In-Service Training	Public						
		Non-Public						
4	Participation by Ethnic Group	White					2	2
		Non-White					3	3

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Spartanburg #1

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTRICT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
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   b. ASSESSED VALUATION PER PUPIL _____
   c. ASSESSED VALUE AS PERCENT OF TRUE VALUE _____
   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

		PRE-KINDERGARTEN	KINDERGARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1. School Enrollment in District	Public	46	112	2,080	1,811	Sp.Ed. 177 Adult 265	4,491
	Non-Public		46				46
2. Persons Participating in Project	Public					Principals 5	5
	Non-Public						
	Not Enrolled						
3. Staff In-Service Training	Public						
	Non-Public						
4. Participation by Ethnic Group	White					5	5
	Non-White						

SDE 24-001-00

(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Spartanburg #2

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTIRCT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
   a. FISCAL YEAR ENDING JUNE 30, 1970 _____
   b. FISCAL YEAR ENDING JUNE 30, 1971 _____
   c. ESTIMATED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1972 _____

2. ASSESSED VALUATION AND TAX LEVY
   a. TOTAL ASSESSED VALUATION _____
   b. ASSESSED VALUATION PER PUPIL _____
   c. ASSESSED VALUE AS PERCENT OF TRUE VALUE _____
   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

			PRE-KINDER-GARTEN	KINDER-GARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1	School Enrollment in District	Public		43	3,192	2,219	Sp.Ed. 64 Adult 207	5,725
		Non-Public						
2	Persons Participating in Project	Public					Principals 3	3
		Non-Public						
		Not Enrolled						
3	Staff In-Service Training	Public						
		Non-Public						
4	Participation by Ethnic Group	White					2	2
		Non-White					1	1

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Spartanburg #3

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTIRCT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
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   c. ESTIMATED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1972 _____

2. ASSESSED VALUATION AND TAX LEVY
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   b. ASSESSED VALUATION PER PUPIL _____
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   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

		PRE-KINDER-GARTEN	KINDER-GARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1. School Enrollment in District	Public			1,810	1,484	Sp.Ed. 74 Adult 143	3,511
	Non-Public		60		5		65
2. Persons Participating in Project	Public					Principals 4	4
	Non-Public						
	Not Enrolled						
3. Staff In-Service Training	Public						
	Non-Public						
4. Participation by Ethnic Group	White					4	4
	Non-White						

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Spartanburg #4
SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTRICT PROJECTS (SECTION C ONLY)

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
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2. ASSESSED VALUATION AND TAX LEVY
   a. TOTAL ASSESSED VALUATION _____
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SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

			PRE-KINDERGARTEN	KINDERGARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1	School Enrollment in District	Public		16	1,495	1,149	Sp.Ed. 15 Adults 275	2,950
		Non-Public						
2	Persons Participating in Project	Public					Principals 2	2
		Non-Public						
		Not Enrolled						
3	Staff In-Service Training	Public						
		Non-Public						
4	Participation by Ethnic Group	White					2	2
		Non-White						

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Spartanburg #5

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTIRCT PROJECTS (SECTION C ONLY).

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SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

			PRE-KINDER-GARTEN	KINDER-GARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1	School Enrollment in District	Public			2,300	1,834	Sp.Ed. 74 Adults 83	4,291
		Non-Public						
2	Persons Participating in Project	Public					Principals 7	7
		Non-Public						
		Not Enrolled						
3	Staff In-Service Training	Public						
		Non-Public						
4	Participation by Ethnic Group	White					7	7
		Non-White						

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(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Spartanburg #6
SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTIRCT PROJECTS (SECTION C ONLY).

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SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

		PRE-KINDERGARTEN	KINDERGARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1. School Enrollment in District	Public		52	3,694	3,104	Sp Ed. 60 Adult 201	7,111
	Non-Public			122	15		137
2. Persons Participating in Project	Public					Principals 4	4
	Non-Public						
	Not Enrolled						
3. Staff In-Service Training	Public						
	Non-Public						
4. Participation by Ethnic Group	White					4	4
	Non-White						

SDE 24-001-00

(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Spartanburg #7

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTRICT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

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   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

		PRE-KINDER-GARTEN	KINDER-GARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1. School Enrollment in District	Public		60	6,737	6,060	Sp.Ed. 237 Adult 606	13,700
	Non-Public		Est. 500	490	317		1,307
2. Persons Participating in Project	Public					Principals 8	8
	Non-Public						
	Not Enrolled						
3. Staff In-Service Training	Public						
	Non-Public						
4. Participation by Ethnic Group	White					6	6
	Non-White					2	2

SDE 24-001-00

(Revised September, 1971)

NAME OF SCHOOL DISTRICT: Union County

SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT. A COMPOSITE PAGE MUST BE INCLUDED FOR MULTI-DISTRICT PROJECTS (SECTION C ONLY).

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
   a. FISCAL YEAR ENDING JUNE 30, 1970 _____
   b. FISCAL YEAR ENDING JUNE 30, 1971 _____
   c. ESTIMATED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1972 _____

2. ASSESSED VALUATION AND TAX LEVY
   a. TOTAL ASSESSED VALUATION _____
   b. ASSESSED VALUATION PER PUPIL _____
   c. ASSESSED VALUE AS PERCENT OF TRUE VALUE _____
   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS (FOR CONTINUATION REQUESTS, THIS DATA SHOULD REFLECT STATUS DURING THE GRANT PERIOD CURRENTLY IN EFFECT).

		PRE-KINDERGARTEN	KINDERGARTEN	1-6 GRADES	7-12 GRADES	OTHER (SPECIFY)	TOTALS
1. School Enrollment in District	Public		140	3,988	3,404	Sp.Ed. 303 Adult 780	8,612
	Non-Public						
2. Persons Participating in Project	Public					Principals 5	6
	Non-Public						
	Not Enrolled						
3. Staff In-Service Training	Public						
	Non-Public						
4. Participation by Ethnic Group	White						
	Non-White					1	1

SDE 24-001-00

PART II
NARRATIVE REPORT

I. PROCEDURES AND PROGRAM CONTENT

A. During the current project period, the basic format for the structure of project activities remained the same as that used during the two previous periods. A core of meetings, covering twelve distinct topics provided a vehicle for continuing involvement of principals in group development. Project staff members continued the practice of visitation to schools of participating principals to provide needed assistance, support, and encouragement in change and/or program evaluation efforts. Staff members also provided support by serving as a reference or information source for many of the participants and their school staff.

The topics for the meetings held during this final year of the project were determined in large measure, by the participants themselves. At the request of the participants, another activity was written into the project for the first time during the current period - visitation to schools with innovative programs. A very limited number of participants actually were able to take advantage of the opportunity for visitation. A more detailed description of these activities is given in the following paragraphs.

Twelve distinct areas of study were considered in the group sessions. Eight of these areas of study were considered in single sessions only while four areas of study were divided for

convenience, into two sessions each with participants allowed to choose the session that best fitted their schedule.

A session usually consisted of the development of the topic by a consultant or the professional staff of the project followed by a question and answer period for clarification of ideas or extension of understanding. The group often was divided into small groups for easier communication of ideas between the participants and to work on specific tasks assigned to the group. Underlying the use of small groups was a rational of improving skills in working with groups.

The range of media used by presenters was great. Video tape and slide presentations were used by many consultants while overhead projectionals were used by almost all of those who worked with the participants. Tape recordings were frequently used to provide a broader base of understanding of the topic of the session. Involvement of participants was gained through such devices as role-playing and completion of work sheets and questionnaires. Printed handouts (Samples are shown in Appendix A.) were supplied to participants at practically every meeting. In some cases, the handouts provided summary coverage of the topic while in others an extension of ideas presented was provided.

Visiting consultants used were experts in their respective fields. These persons not only presented background information for group members but also often worked with the staff in the design of the programs. Each consultant used provided a brief indication of his evaluation of the project (See Appendix B for sample letters). Some consultants also provided the staff with assistance in design for evaluation of project outcomes.

The project staff members visited the participants in their individual schools on numerous occasions to assist the principal and his staff in evaluation of existing programs, to recommend possible changes and to help institute instructional changes. The staff provided additional support by developing bibliography lists, research background, and visitation lists for individual principals in the area of their specific need. The staff further worked with principals in faculty inservice sessions and gave presentations at P.T.A. meetings as requested.

Some of the participants took advantage of visiting other schools with innovative programs, as written into the project during this budget period. Many were unable to do any visiting due to the heavy work load required of them this school term. This factor also lowered attendance at meetings during this final project period.

Superintendents of participating districts were continually involved through attendance at the group sessions, through evaluation of the project activities in respect to their school district, and through visitation by project staff members.

All materials (information derived from sessions, consultants and staff) and handouts have been made available to members of the profession. Periodic progress reports (See Appendix C) were mailed to all participants, superintendents, other key school personnel and other interested people.

B. This project was funded as a cooperative venture between thirteen school districts and not as a single district attempt to improve administrative performance. During the three-year

term covered by this project, no suitable procedure for funding such cooperative projects has been discovered or developed. For this reason, none of the activities described above will be continued on a regional basis.

The activities, as structured for this project probably will not be continued on any individual project basis. Certain aspects of the project, however, seem certain to be continued. Many of the districts, for instance, are using consultants to work with their elementary principals and school staffs - a practice which was not very widespread in the region served prior to this project.

During the first two years of the project, many of the participants frequently discussed the possibility of meeting periodically after the close of the project for day-long discussions of mutual problems. Firm plans for such meetings were not finalized this year because of the heavy work-load mentioned above and because of other restrictive demands on principals' time.

C. As indicated in the previous section, no activities will be continued as they were structured for this project.

D. As indicated in Sections B and C, the primary reasons for non-continuation are financial, the nature of the project itself, and the seemingly increasing demands on principals' time in the local school situation.

II. PROJECT PERSONNEL

A. During the current budget period the professional staff for the project consisted of two administrative specialists. Dr. John H. Tillotson served as the Project Director. His responsibilities included maintenance of all necessary communications with the South Carolina Department of Education and the U. S. Office of Education, as well as other duties listed below. Dr. Tillotson's qualifications include extensive experience in project administration, school experience as a teacher and administrator and the attainment of the Ph.D. degree from the University of South Carolina. Dr. Tillotson devoted 4/5 time to the project until September 1, 1971 and 2/5 time during the remainder of the project period. The total salary paid Dr. Tillotson from the project during the current period was $8,419.

J. Ronald West was designated as the Project Coordinator. Mr. West's responsibilities included coordination of all activities of the project as well as other duties listed below. Mr. West's qualifications include wide experience in the schools of Pennsylvania as a teacher, elementary principal, secondary principal, and assistant superintendent for instruction. He has earned a master's degree from West Virginia University and has had some 50 graduate credits beyond this level. Mr. West devoted full time to the project for the salary of $16,536/11 months employment period.

Both Dr. Tillotson's and Mr. West's responsibilities in the project as administrative specialist included:

1. The design of activities for work sessions with principals, as well as arranging and administering the activities

2. The conduct of formal inservice sessions

3. Service in the field as consultants to participants and assistance to principals in initiating innovative practices in their schools

4. Selection and securing of consultants

5. Design and conduct of evaluation activities

All positions described in the proposal were filled throughout the project period. Neither of the two professional positions will be maintained without Title III financial support.

B. During the third and final project period, consultant services used were similar to those described in the two prior years. Consultants who were invited to work in the project provided the principals with factual information relative to the principal's function; and provided a degree of inspiration and motivation to the principals that had not been available previously. Since some participants were initially involved in the project this year, some of the consultants who had already worked in the project in prior years were used to help meet a need expressed by participants. The consultants also gave assistance to principals in helping institute instructional change and provided expert opinion in evaluation of the project itself.

The consultants used are identified in the following paragraphs. A brief sketch of each person's contribution is also provided.

Mr. Edwin B. Brading, Assistant Attorney General of South Carolina, worked with the principals in a seminar devoted to school law as it effects the elementary school principal. The discussion was wide-ranging, but emphasis was placed on responsibility

for regulation of pupil activities.

Dr. William D. Hedges, Chairman of the Elementary Education Department, University of Florida, provided assistance in a session dealing with curriculum planning and latest trends for curiculum improvement. The program was designed to show the relationship of new programs to sound curriculum principles.

Mr. John S. Gist, Principal of Mars Estate Elementary School, Baltimore, Maryland worked with principals to help them develop skills necessary for working with faculty groups in preparing for innovation. Small group activities and worksheets were used effectively.

Dr. Nicholas Vigilante, Florida International University, worked with the participants in a seminar devoted to improving individualized instruction. A wide variety of media was used in an attempt to illustrate how individualization is accomplished.

Dr. William W. Purkey, Sr., University of Florida, conducted a session dealing with children's self-concept. Emphasis was placed on the relationships between self-concept and pupil achievement and between self-concept and discipline.

Dr. Robert H. Braswell, Winthrop College, worked with participants in a meeting devoted to team-teaching and team-planning. Video tape, slides, and still pictures, were used to provide illustrations of team-teaching in local schools. Small discussion groups were used to develop additional knowledge of the topic as well as to evaluate the programs illustrated.

Dr. John D. Greene, Chairman of the Elementary Education Department, University of Southern Alabama, led a seminar dealing with problem solving, supervision in the classroom and the

principal's role as an instructional leader. He also provided suggestions and worksheets for rating effectiveness of teaching and the instructional program.

Mr. Andrew E. Hayes, University of Georgia, provided technical assistance in scoring and interpreting the Organizational Climate Description Questionnaire. Mr. Hayes also worked with the project staff in other project evaluation efforts.

Mr. Max M. Robbins, Principal of Spartanburg High School, provided assistance in a session devoted to the year-round school. Mr. Robbins served as a discussion leader during portions of the meeting.

Several of the consultants identified above have been used by individual districts participating in the project after their work with the project. Many of the districts have continuing plans to use these same persons as well as other consultants on a wider scale in the future. It must be emphasized, however, that this usage will be purely a local district effort and not a coordinated, cooperative continuation of project activities.

C. The nonprofessional personnel employed during the current budget period consisted of a part-time bookkeeper and a part-time secretary. Both positions were filled for the total project period as described in the project proposal.

The bookkeeper, Mrs. Betty Schmitz, an experienced person in her field, takes care of the bookkeeping and some other routine office functions for this project and for another multi-district project. Mrs. Schmitz devoted 3/5 time to the project during the current budget period for the salary of $3,339. The remaining

portion of her time was devoted to the second project.

The secretary, Mrs. Barbara Doyle, an experienced secretary, does normal and routine office functions for the project. Mrs. Doyle devoted 9/14 time to the project during the current budget period for the salary of $2,892. Mrs. Doyle had no other employment during the project period.

These positions and the duties assigned to them will no longer exist at the regional level after the termination of Title III funding for this project.

III. PRIVATE NONPROFIT SCHOOLS

By the nature of this project, students did not directly participate in project activities. Instead, pupils were seen as secondary recipients of benefits which were hypothesized to result from improved administrative skills of their principals. Neither public nor private nonprofit school students participated.

Private nonprofit professional school personnel were repeatedly invited to attend sessions with consultants, but no attendance was recorded from the private school sector. Receipt of information about the project was therefore the extent of involvement of these agencies.

IV. DISSEMINATION

A. Three Types of material were used during the current project period to keep professional school personnel informed of project activities. Periodic progress reports (Appendix C) were mailed to all participants, nonprofit school representatives and all school superintendents in the area served. These reports were also sent to key personnel outside the area served and to other persons who had requested information about the project.

Copies of handouts used at each meeting (Appendix A) were sent out to the same mailing list along with reminder announcements of each meeting (Appendix D).

B. Public information during this project period was accomplished by news coverage on radio outlets covering the general area served. Written releases were not made during this project period.

C. Six people from outside the project area visited the seminars held during this project period. Representives of different sections of the State Department were included as well as out-of-state visitors. There were 23 people who were not regular participants but were from the six county region served by the project in attendance.

Nine written requests and an undetermined number of oral requests for information pertaining to the project were received from universities and school districts across the nation.

V. PROJECT EVALUATION REPORT

A. Process Evaluation

Several groups have been involved in assessing on a continuing basis the effectiveness of program personnel, procedures, and activities during the current project period. The participating principals and other key school people, themselves, provided ongoing evaluation through informal personal observations, and through their anonymous responses to questionnaires. The superintendents of the school districts served also maintained contact with the program and stated their professional opinions regarding the project informally to staff members. This group of persons also completed questionnaires (Appendix E) designed to elicit reactions related to both process and product evaluation. Questions 1,2, and 6 of the reaction sheet sought responses about program effectiveness. A compendium of these opinions included such statements as - -

. . . personnel and consultants used have been effective

. . . personnel were very kind and helpful in many of our problems

. . . outstanding consultants

. . . procedures and activities were ones which concern us most in our daily activities

. . . procedures and activities were well planned and well carried out

. . . the activities have helped our participants to grow professionally

. . . this type project should be continued and expanded to include school board members and other school administration

. . . visitation by project staff has been effective in our schools

. . . our principals were favorably impressed

. . . was difficult to get principals away from schools in these times - perhaps Saturdays, afternoons or evenings might have been better

. . . more meetings in various schools would have allowed participants to see what others were doing

In addition expert consultants who have visited the program from time to time have provided a degree of process evaluation. Copies of consultants' comments are included in Appendix B.

Unlike the use of the rating scale used in past years, the participants were asked to write letters to the project staff expressing their feelings about various aspects of the group meetings - - the clearness of the project's goals, the level of interest and productivity in the meetings, and the relevance of the topics, for example. The topics for this period were chosen by a survey of interests or needs and given a priority according to a rating scale completed by the participants. The principals also indicated how they believed they have changed during the year in regard to their interpersonal relations with teachers, parents, students and other principals. Although no claim of a cause-effect relationship between the project activities and the changes in behavior as related by the principals is made, it is interesting to observe that many participants reported the very kinds of changes originally set forth as objectives of the project.

A compendium of the principals remarks included such statements as - -

. . . benefited me in my professional growth

. . . helped foster the attitude of always seeking to improve myself and my school

. . . would have required many years to obtain the exposure and knowledge otherwise

. . . many questions remaining on "how do you - - ?"

. . . planning was good

. . . Project - - - is making a definite and worthwhile contribution to education

. . . choice of outside consultants was excellent, making a timely and singular contribution

. . . filled a great need

. . . one of the highlights of the year was to visit another program with members of the project and the discussion that followed

. . . experience has been one of challenge and growth

. . . your (project staff) interest in our work will be long remembered

. . . the great number of techniques used was commendable

. . . I relate to teachers in a more meaningful way as a result of the sessions attended

. . . I commend you (project staff) on your effort and work in setting up the project

. . . encouraged me to do things in my school

The remarks from superintendents, consultants, and participants offer some suggestions for change and indicate that the task attempted in this project is not complete. There does seem to have been a general acceptance of the project and its goals as important and a sense of enthusiasm seemed to accompany the remarks made.

B. Product Evaluation

Product evaluation information during the current project period was obtained to some degree from comments of the "experts"

who provided consultant help to the project (Appendix B). Pertinent information also was obtained from Questions 3,4 and 5 of the Superintendent's Reaction Sheet (Appendix E).

The participating principals also provided a degree of product evaluation through their own observations and professional judgement. Since the project is concerned with improving administrative skills, the evaluation of the project, as one element of administrative skills, was a relevant activity for the participants.

In addition to these more subjective assessments of project outcomes, certain data relative to "administrative style" of behavior exhibited by participants has been collected throughout the total life of the project. Participants in the first project period completed the "Organizational Climate Description Questionnaire." The same instrument was completed again in the current project period. The "Interpersonal Orientation Scale" was completed at the end of the first and second project periods and, by new participants, at the beginning of the final period. Participants during the final project period completed the "TERP Attitude Scale" and the "Ross Educational Philosophical Inventory" at the beginning of the final project period and again after all scheduled meetings of the project for this year were held. The data gained from these instruments have provided a basis for using a pre-test, post-test model of evaluation for the individual objectives of the project. These data are presented and discussed under the appropriate objective in the following sections.

1. The project has four stated objectives, the first three of which are closely related. Each of the first three objectives has several related sub-objectives stated so as to indicate the kinds of behavior involved in the attainment of the primary objective.

Objective 1 To increase principals' levels of administrative competence.

(a) Skill in problem solving and decision making.
(b) Skill in inter-personal relations.
(c) Greater involvement of faculty members.
(d) Improvement of school-community communications.

Some data relative to this objective was obtained from Question 3 of the Superintendent's Reaction Sheet. Superintendents were asked to comment on noticeable changes in administrative behavior of participants from their districts. Their responses included such statements as - -

. . . principals benefited by exchanging ideas with other administrators

. . . principals are more aware of administrators' responsibilities

. . . faculty meetings and other contacts with teachers consist more of sharing than just giving information on forms, schedules, etc.

. . . participants have developed more self-confidence

. . . principal's meetings are more professional now

Some responses to this question relate more closely to other objectives and will be reported in later discussions.

The Interpersonal Orientation Scale (IOS) developed by J. D. Alcorn and E.D. Erb provided another source of data for the evaluation of this objective. This instrument had proven to be a valuable learning experience for the principals. It was quite useful at the conclusion of the

project, when the results for three years were re-examined in order to detect any change in styles of interpersonal relations by the principals during the life of the project.

The IOS (Appendix F) consists of two sections:

(1) a section designed to measure an individual's general orientation to interpersonal relationships on a manipulative-altruistic axis and
(2) a section designed to measure an individual's level of preference for each of the five postulated manipulative techniques described below.

Simply stated, a score of 26 on the General Orientation Scale is neutral. A score less than 26 is in the "manipulative" area of the scale, and a score over 26 is in the "altruistic" range.

In the second section of the IOS, five scores may be plotted to arrive at a profile indicating preference for different manipulative techniques (Appendix G). Alcorn has described the five categories:

Coercing - the manipulation of present or future punishment to elicit desired behavior from the other or others.

Coaxing - the manipulation of present or future rewards to elicit desired behavior from the other or others.

Evaluating - a specialized type of coercing or coaxing whereby behavior is categorized in a value context.

Masking - withholding of correct information or the substitution of incorrect information or both as a means of eliciting desired behavior from the other or others.

Postponing - putting things off with the expectation that new insight will occur during the interval of delay.

On the chart shown in Appendix G, a score of 60

represents indecision or a preference for the technique. A score greater than 60 tends to indicate agreement with statements describing a technique and a score less than 60 tends to indicate disagreement with statements describing that technique.

The mean results for the total group of respondents each year (Table I) show little variation over the life of

TABLE I

MEAN SCORES (IOS) BY PROJECT PERIODS

Group	Scales					
	General Orientation	Coercing	Evaluating	Masking	Coaxing	Post-poning
1969-70	30	64	54	52	58	56
1970-71	33	61	53	50	57	56
1971-72 Pre-test New Participants	30	62	57	49	58	60
1971-72 Post-test All Respondents	31	62	54	50	58	57

the project. A slight movement toward the "altruistic" direction on the general orientation scale was noted between the first and second periods, but a backward movement in the mean score at the end of the project eliminated some of the gain previously noted. Some of the regression may be due to the fact that the 1971-72 post-test respondents were heavily weighted with participants who were in the project only during the final period. The activities during this year as judged by meeting topics were not as conducive to changes measured by this instrument as were activities during

the two previous project periods.

Sixteen participants in the sample had scores on the first and last project administration of the IOS. The change in scores for these individuals (Table II) shows a general

TABLE II

CHANGE IN SCORES (IOS) OF RESPONDENTS
1969-70 TO 1971-72 (N=16)

Subject Number	Change
1	+2
2	+8
3	-3
4	+12
5	+2
6	+3
7	-4
8	+7
9	-2
10	+10
11	+11
12	+5
13	+7
14	0
15	-2
16	+7

move toward the altruistic end of the general orientation scale (positive scores represent movements toward altruism and negative scores indicate movement toward manipulation). The average change for this group of respondents was +3.9 points which seems to indicate that desirable changes did occur among participants who were active in the project during its entire existence.

Objective 2 To improve the level of innovativeness in elementary schools.

(a) Openness of climate.
(b) Organizational change.
(c) Changed pupil-progress reporting procedures.

In order to determine whether noticeable changes in participants' schools had occurred in relation to this objective, superintendents were asked (Appendix E) to describe changes which had been observed. The remarks made by this group of observers included such statements as - -

. . . principals are more willing to try new innovations and new ideas

. . . school seemingly has operated more effectively

. . . principals more aware of what is going on

. . . principals are relieving teachers of secretarial tasks so they will have more time to teach

. . . study of reporting procedures underway

. . . expanded special education program developed

Many principals who participated in the project during the first and third project period (and their faculties) completed the Organizational Climate Description Questionnaire (O.C.D.Q.) constructed by Andrew Halpin and Don Croft (Appendix H). Although the organizations in many of the schools had changed drastically, this instrument provides some degree of project evaluation since the climate of a school is hypothesized to be largely dependent on the principal.

The O.C.D.Q is an instrument for measuring and quantifying the social interaction between faculty members in an elementary school. The O.C.D.Q. consists of sixty-four questions, the responses to which reveal an individual's perception of the climate of his organization. A computer scoring process enables the investigator to examine

individual responses as well as the composite presented by the entire faculty including the principal. A complete description of the instrument may be found in Andrew W. Halpin's Theory and Research in Administration. A description of the climates measured by the O.C.D.Q., as well as descriptions of the eight dimensions of climate is given for the readers convenience in Appendix I.

The O.C.D Q. climates measured for the pre-test group (1969) and post-test group (1972) are portrayed in TABLE III.

TABLE III

COMPARISON OF SCHOOL CLIMATES, 1969-1972,
AS MEASURED BY O C.D Q

School Number 1972	1972 Climate						1969 Climate					
	Open	Autonomous	Controlled	Familiar	Paternal	Closed	Open	Autonomous	Controlled	Familiar	Paternal	Closed
01	100	94	90	88	88	46						
02	62	100	107	56	24	70						
03	70	89	102	55	55	75	64	86	67	78	65	98
04	28	67	95	59	70	112						
05	76	102	67	82	54	86	59	91	84	68	60	105
06	91	98	109	56	59	46	90	90	75	75	54	62
07	91	98	53	97	66	74						
08	90	107	82	75	53	62	63	99	64	75	55	104
09	54	72	64	78	75	92	43	70	62	74	70	110
10	89	91	87	68	70	48	101	74	88	83	95	50
11	28	62	83	59	80	116						
12	45	70	83	62	70	107						
13	100	83	88	65	93	52	57	44	55	95	90	100
14	47	85	76	76	76	111						
15	91	73	60	84	67	84	80	95	70	71	58	91
16	79	98	85	59	48	74	28	63	91	64	84	115
17	48	74	62	71	62	112	90	81	55	93	78	75
18	69	72	58	76	66	91						
19	34	88	74	79	75	115						
20	51	66	84	59	65	104						
21	61	103	101	62	58	87						
22	90	104	41	101	77	80	117	109	51	106	73	40
23	42	87	81	69	60	113	33	66	70	80	78	114
24	61	92	62	92	67	89						
25	59	84	114	49	56	91						
26	24	72	92	66	69	116						
27	69	80	40	99	75	96						
28	51	87	64	80	65	110	58	103	70	81	58	101

TABLE III - Continued

School Number 1972	1972 Climate						1969 Climate					
	Open	Autonomous	Controlled	Familiar	Paternal	Closed	Open	Autonomous	Controlled	Familiar	Paternal	Closed
29	47	76	83	68	74	111						
30	74	92	99	56	70	77						
31	60	88	91	41	51	95						
32	66	83	90	69	85	78	62	81	88	76	86	74
33	58	80	84	63	67	105	77	106	70	77	56	91
34	77	87	76	88	73	79						
35	65	87	80	80	68	86	37	76	81	78	58	107
36	81	93	98	56	62	67						
37	88	93	71	83	81	63						
38	105	112	46	105	72	68						
39	64	95	68	80	59	101	74	103	84	61	34	77
40	57	73	59	85	72	97						
41	101	108	58	96	77	71	74	57	59	83	82	98
42	71	89	78	77	66	92	61	83	58	83	70	101
43	54	72	63	80	78	105						
44	44	77	68	76	72	113						
45	91	111	91	80	56	64	67	91	56	97	75	93
46	97	120	66	85	59	73						
47	39	84	92	64	57	111						
	20	-	6	4.5	11.5	5	7.5	2	3	-	5.5	2

The lowest numerical score for a school represents the climate description which the school is most nearly like. Examination of the data presented shows eight schools in the pre-test group with open climates and two schools are characterized as closed. In the post-test group, twenty schools were classified as open and five were most like a closed climate school.

Twenty principals completed both pre- and post-tests in their schools. One of the two closed schools on the pre-test data remained closed while one was best described as controlled on the post-test. Five of the eight open-climate schools in the pre-test group remained open on post-test data. Two of the remaining three were described as paternal, and the third was either paternal or familiar on the basis of post-test data.

The instrument as developed is intended to be descriptive and not judgemental. Hence, no values were placed on the several climates measured. The general intent of this project, however, has been to move schools more in the direction of an open climate as opposed to a closed-climate characterization. The reader will note that very little change in the climates of participating schools as measured by the O.C.D.Q. has occurred during the life of the project.

Similarly, generally small changes have occurred when the eight dimensions of climate are examined (TABLE IV).

TABLE IV

CHANGES IN DIMENSION OF SCHOOL CLIMATE, 1969-1972, AS ME

School Number 1972	1972 Dimension of Climate						1969 Dimension of Climate								Ch Dim			
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Disengagement	Hindrance
01	47	64	37	50	47	43	37	45										
02	58	46	45	48	48	49	54	52										
03	51	44	44	53	40	54	53	53	48	37	49	45	46	60	57	50	+3	+7
04	42	45	54	61	30	43	58	60										
05	48	46	45	44	47	53	50	49	46	39	47	43	44	54	55	61	+2	+7
06	51	45	37	47	40	44	43	52	52	44	42	48	50	57	51	50	-1	+1
07	44	45	40	38	46	54	47	46										
08	48	46	37	42	46	48	48	50	44	43	44	40	42	53	50	52	+4	+3
09	42	47	50	53	45	55	58	48	41	39	57	51	46	62	59	57	+1	+8
10	53	45	43	42	42	38	34	40	48	44	45	46	54	42	36	38	+5	+1
11	38	46	55	49	44	42	59	61										
12	43	41	50	45	43	46	46	57										
13	49	50	45	46	44	38	37	39	41	42	53	44	53	47	49	46	+8	+8
14	44	45	51	35	45	46	54	54										
15	48	41	46	43	51	52	48	48	48	41	44	33	47	54	50	56	0	0
16	50	43	44	47	46	53	48	51	43	38	56	48	47	45	55	57	+7	+5

TABLE IV

NSION OF SCHOOL CLIMATE, 1969-1972, AS MEASURED BY C.C.D.Q.

1969 Dimension of Climate						Change 1969 to 1972 Dimension of Climate										Total Change	Avg. Change Per Dimension
Consideration	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration		
48	37	49	45	46	60	57	50	+3	+7	-5	+8	0	-6	-4	+3	36	4.5
46	39	47	43	44	54	55	61	+2	+7	-2	-1	+3	-1	-5	-12	33	4.1
52	44	42	48	50	57	51	50	-1	+1	-7	-1	-4	-13	-8	+2	37	4.6
44	43	44	40	42	53	50	52	+4	+3	-7	+2	+4	-5	-2	-2	29	3.6
41	39	57	51	46	62	59	57	+1	+8	-7	+2	-1	-7	-1	-9	36	4.5
48	44	45	46	54	42	36	38	+5	+1	-2	-4	-12	-4	-2	+2	32	4.0
41	42	53	44	53	47	49	46	+8	+8	-8	+2	-9	-9	-12	-7	63	7.9
48	41	44	33	47	54	50	56	0	0	+2	+10	+4	-2	-2	-8	28	3.5
43	38	56	48	47	45	55	57	+7	+5	-12	-1	-1	+8	-7	-6	47	5.9

TABLE IV - Continued

School Number 1972	1972 Dimension of Climate								1969 Dimension of Climate								Chang Dimens		
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Disengagement	Hindrance	
17	41	44	56	46	44	57	53	61	50	44	52	45	52	57	44	50	-9	0	+4
18	44	44	49	50	50	62	50	55											
19	44	47	53	40	43	47	54	52											
20	44	51	57	61	40	55	59	66											
21	49	49	42	44	42	43	52	53											
22	45	50	47	44	46	54	44	48	48	47	40	42	49	54	43	44	-3	+3	+7
23	44	46	49	45	44	47	55	51	43	44	52	45	47	48	55	50	+3	+2	-3
24	44	46	45	44	44	46	50	46											
25	52	42	47	54	44	50	56	58											
26	43	50	54	47	41	47	53	54											
27	44	46	46	44	47	51	51	47											
28	41	44	49	38	42	48	50	52	45	47	47	41	41	47	50	49	-4	-3	+2
29	41	38	47	42	45	46	56	55											
30	47	49	46	46	43	42	43	47											
31	50	43	47	42	43	43	46	54											
32	45	51	38	45	47	38	52	49	41	46	33	44	46	40	50	51	+4	+5	+5

TABLE IV - Continued

Thrust	Consideration	1969 Dimension of Climate: Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Change 1969 to 1972 Dimension of Climate: Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Total Change	Avg. Change Per Dimension
3	61	50	44	52	45	52	57	44	50	-9	0	+4	+1	-8	0	+9	+11	42	5.3
0	55																		
4	52																		
9	66																		
2	53																		
4	48	48	47	40	42	49	54	43	44	-3	+3	+7	+2	-3	0	+1	+4	23	2.9
5	51	43	44	52	45	47	48	55	50	+3	+2	-3	0	-3	-1	0	+1	13	1.6
0	46																		
6	58																		
8	54																		
1	47																		
0	52	45	47	47	41	41	47	50	49	-4	-3	+2	-3	+1	+1	0	+3	17	2.1
6	55																		
8	47																		
6	54																		
2	49	41	46	33	44	46	40	50	51	+4	+5	+5	+1	+1	-2	+2	-2	22	2.8

TABLE IV - Continued

School Number 1972	1972 Dimension of Climate								1969 Dimension of Climate								Chang Dimen	
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Disengagement	Hindrance
33	45	40	48	44	46	48	51	58	45	47	45	40	43	47	47	52	0	-7
34	43	44	40	40	48	46	49	50										
35	44	43	42	43	46	47	50	51	42	38	50	45	38	50	57	48	+2	+5
36	54	52	45	49	51	48	53	56										
37	50	51	41	41	48	41	52	44										
38	49	59	45	44	49	55	50	47										
39	44	46	46	42	46	50	51	54	52	42	45	45	45	55	52	51	-8	+4
40	42	43	46	40	49	49	56	50										
41	44	46	44	39	44	45	41	45	44	44	47	43	50	47	48	49	0	+2
42	46	41	45	41	48	49	51	52	41	40	44	38	47	54	54	52	+5	+1
43	44	41	49	42	48	49	52	52										
44	41	40	54	38	44	50	52	55										
45	50	54	48	51	45	52	47	52	45	54	49	48	48	51	54	49	+5	0
46	50	53	45	45	48	52	49	52										
47	46	46	49	47	43	48	56	57										
																	+24	+52
																	+1.2	+2.6

TABLE IV - Continued

Consideration	1969 Dimension of Climate								Change 1969 to 1972 Dimension of Climate								Total Change	Avg. Change Per Dimension
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration		
80	45	47	45	40	43	47	47	52	0	-7	+3	+4	+3	+1	+4	+6	28	3.5
16	42	38	50	45	38	50	57	48	+2	+5	-8	-2	+8	-3	-7	+3	38	4.8
47																		
40	52	42	45	45	45	55	52	51	-8	+4	+1	-3	+1	-5	-1	+3	26	3.3
52	44	44	47	43	50	47	48	49	0	+2	-3	-4	-6	-2	-7	-4	28	3.5
225	41	40	44	38	47	54	54	52	+5	+1	+1	+3	+1	-5	-3	0	19	2.4
227	45	54	49	48	48	51	54	49	+5	0	-1	+3	-3	-1	-7	+3	23	2.9
									+24	+52	-40	+19	-18	-54	-52	-9		
									+1.2	+2.6	-2	+.9	-.9	-2.7	-2.6	-.5		

The numerical descriptions in this table are normatively standardized scores with a mean of 50 (The norms are based on the original sample of 71 schools in Halpin and Croft's study of 1961). These scores therefore are interpreted in the light of their divergence from the mean - 50 (S.D. equals 10). In only three schools in the sample compared did an average deviation per dimension exceed .5 S.D.

During the three years of the project many organizational changes occurred among the schools which participated in the pre- and post-test administrations of the O.C.D.Q. (Appendix J). The changes included desegregation of schools; reassignment of pupils, teachers, and principals; and changes in grade-level organizational patterns. Although few changes in measured scores were noted, the project may have been a stabilizing influence, since such major changes in organization would normally be expected to affect severely O.C.D.Q. results (See Mr. Hayes letter in Appendix B). Some of the desired effects of project activities may thus be reflected in project evaluation results, even though little actual progress was shown in the results reported. The procedure involved in test-retest and interpretation of findings not only contributed to project evaluation, but also proved to be a valuable learning experience for participants.

Objective 3 To increase the level of implementation of child-centered activities.

(a) Instructional change.
(b) Improvement of teacher-attitudes toward children.
(c) Improved student-attitude toward school.
(d) Improved student self-concept.

Althrough superintendents were not specifically queried about school changes in relation to this objective many remarks recorded on the reaction sheet pertained to these goals. For example, superintendents reported - -

. . . major changes in the area of humanizing education

. . . principals becoming conscious of individual needs or children

. . . many attitude changes among principals

. . . moves toward individualized instruction.

The activities and procedures inherent in this project were designed to change attitudes of the participants related to the specific objectives. The rationale underlying this design was based on a supposed change in behavior of principals if their attitude were changed. Evaluative efforts were therefore centered on measurable changes in expressed feelings of participating principals, rather than on changes in pupils themselves - - the ultimate goal of the project.

The major source of data for this evaluation was the TERP Attitude Scale, (Appendix K) used by the S.C. Region V Educational Services Center in the evaluation of the Title III, ESEA, Project "Curriculum Concentration Planning By Involvement". The scale is based on the Kerlinger Scale VII developed by Fred N. Kerlinger and consists of the original thirty items of that scale plus ten additional items developed by the Region V staff. The TERP Scale, developed for use with teachers seemed to fit well into the evaluation scheme of the present project.

The thirty items of the Kerlinger Scale VII includes fifteen which are restrictive in nature and fifteen which are progressive. The rationale underlying the usage is that participants' attitudes exist at some point on a continuum between restrictive and progressive. With participation, those involved were expected to move in the direction of the progressive attitude from some measured pre-test point on the continuum.

To complete the scale, participants made a choice of "very strongly agree", "strongly agree", "agree", disagree", "strongly disagree", and "very strongly disagree". A score on a scale of 1 to 7 is assigned to each response. Using such a scheme, three scores are obtained from the scale. They are:

Progressive Factor (A Items)- Possible range of scores is 15 - 105.

Restrictive Factor (B. Items)- Possible range of scores is 15 - 105.

Consistency Factor (A-B Factor)- Possible range of scores is (-90) to (+90).

A score of 60 is considered to be a neutral score for both A and B factors. Scores above 60 indicate positive identification with the specific point of view (Progressive or Restrictive).

Factor A-B is the consistency factor, positively correlated with A, negatively correlated with B. The range of possible scores for A-B is from -90 to +90, although in actual practice the ranges are likely to be much smaller.

Thus, a perfectly progressive teacher would have scores of:

A= 105
B= 15
A-B= 90

Likewise, a perfectly restrictive teacher would have scores of:

A= 15
B= 105
A-B= -90

This scale was administered to project participants at the beginning of the final project period and again at the end of that period's activities. The results of the administration (TABLE V) show very little change.

TABLE V

PROGRESSIVE (A) AND RESTRICTIVE (B)
SCORES FOR PROJECT PARTICIPANTS

	Pre-Test			Post-Test		
	A	B	A-B	A	B	A-B
Total Group	84	62	22	83	64	19

The change which did occur was in an opposite direction from that anticipated or hoped for. No reason for this movement can be offered. The number of new participants in the project this period who completed both pre- and post-test was too small to permit an attempt to determine whether these persons made greater gains than those shown by repeaters in the project. The latter group could already have made substantial progress before the pre-test was given.

No established procedure for reporting the scores on Items 31-40 has been validated. The mean scores of the group on pre- and post-tests (TABLE VI) shows little

TABLE VI

COMPARISON OF MEAN RESPONSE, ITEMS 31 - 40

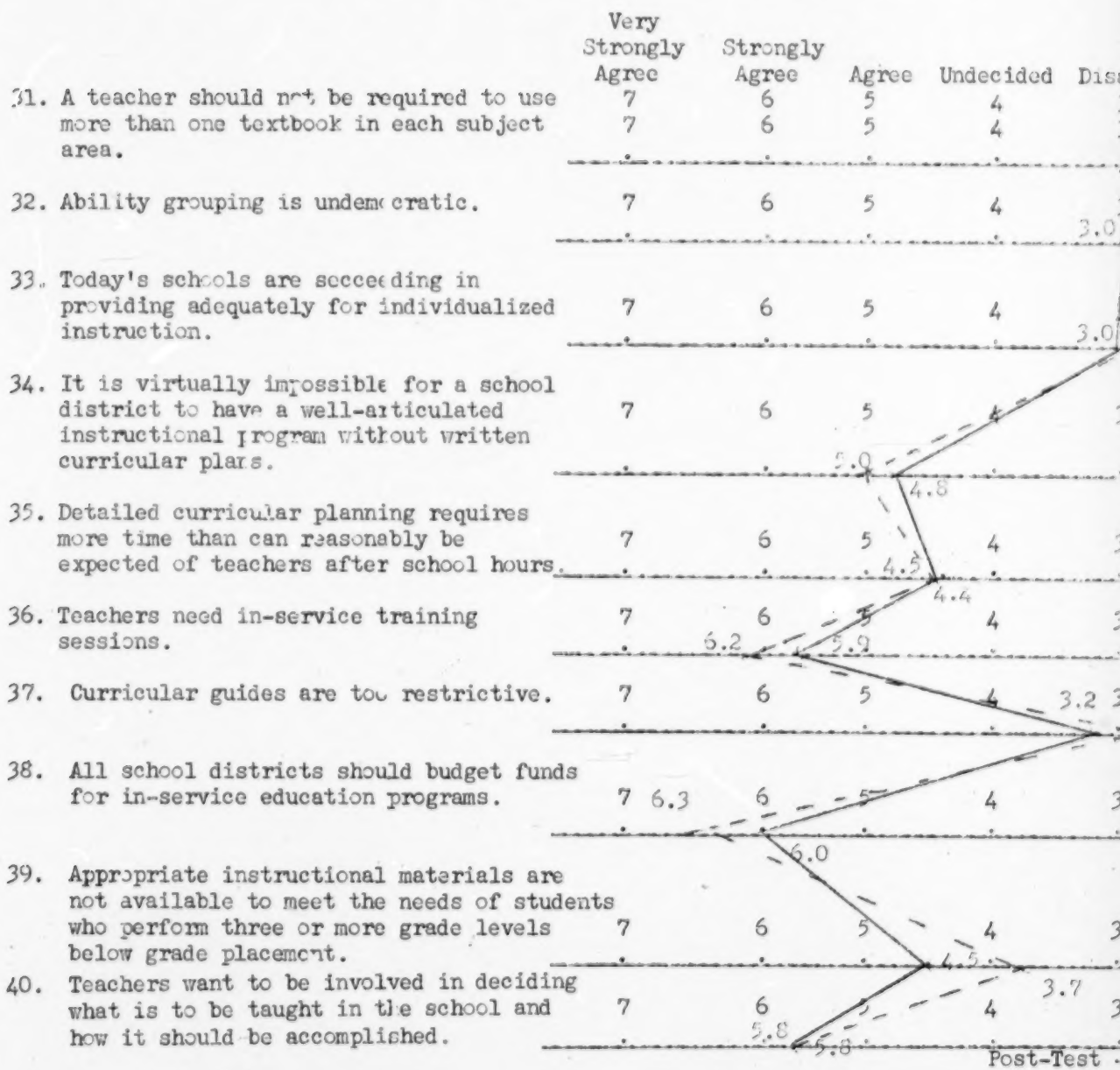
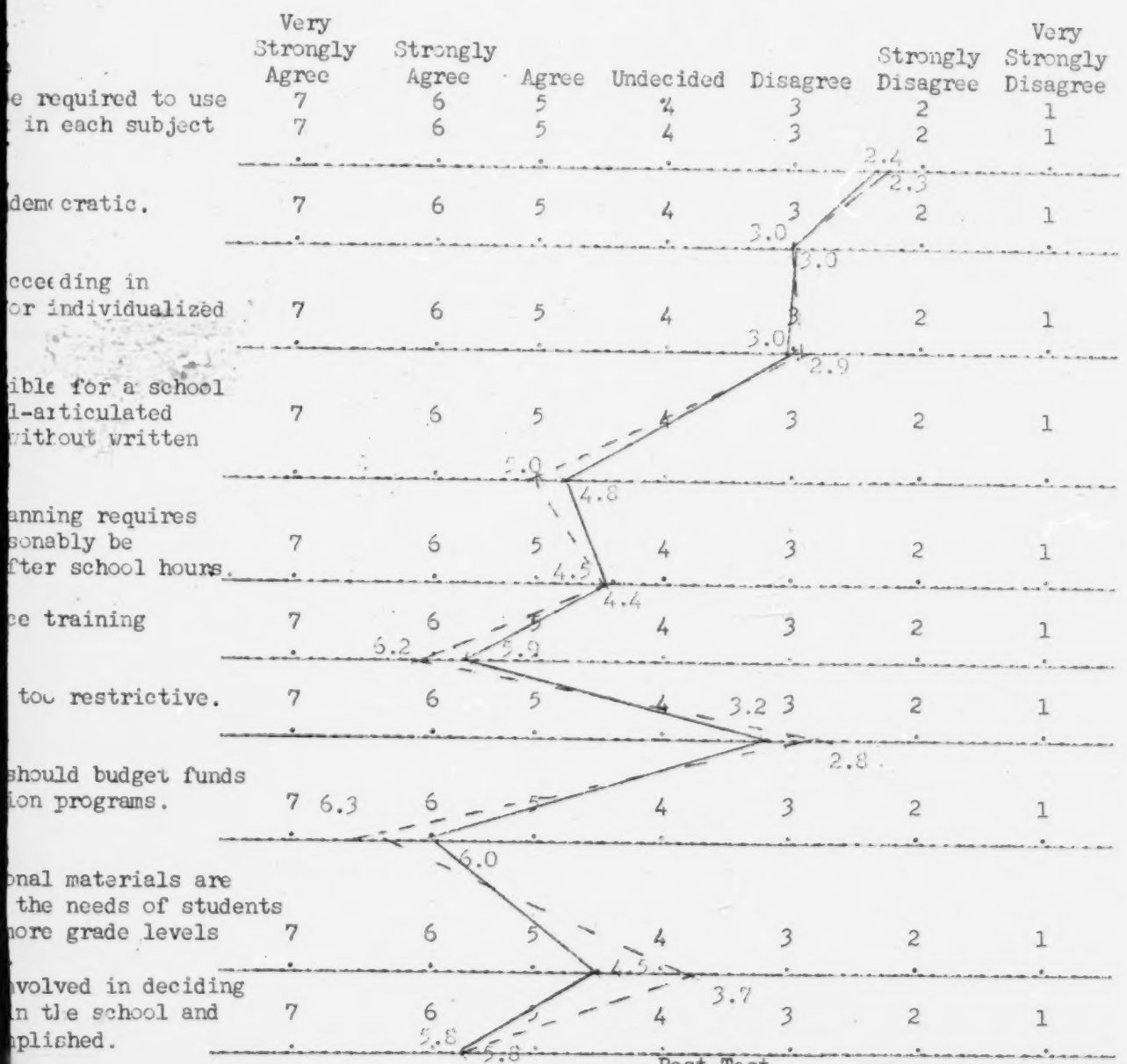

Very Strongly Agree
Strongly Agree
Agree
Undecided
Dis
7
6
5
4
31. A teacher should not be required to use more than one textbook in each subject area.
32. Ability grouping is undemocratic.
33. Today's schools are succeeding in providing adequately for individualized instruction.
34. It is virtually impossible for a school district to have a well-articulated instructional program without written curricular plans.
35. Detailed curricular planning requires more time than can reasonably be expected of teachers after school hours.
36. Teachers need in-service training sessions.
37. Curricular guides are too restrictive.
38. All school districts should budget funds for in-service education programs.
39. Appropriate instructional materials are not available to meet the needs of students who perform three or more grade levels below grade placement.
40. Teachers want to be involved in deciding what is to be taught in the school and how it should be accomplished.
6.3
6.2
5.8
5.8
5.0
4.8
4.5
4.4
5.9
6.0
4.5
3.7
3.2
3.0
3.0
Post-Test
Pre-Test

TABLE VI

COMPARISON OF MEAN RESPONSE, ITEMS 31 - 40



variation. The greatest variation occurred on responses to Item 39; in this response, the post-test scores showed much greater disagreement with the statement that appropriate instructional materials are not available for children who perform far below grade placement. Greater disagreement with a statement that curricular guides are too restrictive (Item 37) was also noted. Exposure to the project activities evidently strengthered the respondents feelings regarding the need for in-service education (Items 36,38). Post-test scores showed greater agreement on the need for budgeted funds for in-service education and for in-service training for teachers.

As an additional means of evaluation, participants during the final project period were asked to complete the Ross Educational Philosophical Inventory (REPI) developed by Colvin Ross (Appendix L). The purpose of the REPI is to determine a person's philosophy and measure the strength to which it is held. This is accomplished by quantifying and weighing responses to metaphysical, epistemological, and axiological statements taken from the philosophical systems of idealism, realism, pragmatism, and existentialism. The emphasis in this Inventory is on educational philosophy. The statements deal primarily with microscopic educational beliefs about reality, knowledge, and values, as opposed to macroscopic attitudes toward children, teaching, and school.

A relatively small sample (N=19) of persons who completed the pre- and post-tests was available for comparison. The results for these 19 subjects are presented (TABLE VII)

TABLE VII

PRE- AND POST-TEST SCORES OF PARTICIPANTS ON THE ROSS EDUCATIONAL PHILOSOPHICAL INVENTORY

Respondent Number	Adjusted Scores[1]							
	Post-Test				Pre-Test			
	Idealism	Realism	Pragmatism	Existentialism	Idealism	Realism	Pragmatism	Existentialism
1	+7	+3.5	-6.5	+1	0	- .5	-1.5	+1
2	+5	+4.5	-7.5	+2	+1	+3.5	-15.5	0
3	0	+5.5	-1.5	-2	+2	+ .5	-2.5	-5
4	-7	+12.5	+14.5	+9	-5	+11.5	+28.5	+26
5	+5	+8.5	-8.5	+9	+4	+5.5	+.5	+6
6	+17	+22.5	+6.5	+5	+7	+8.5	-6.5	-2
7	-1	+5.5	-1.5	-3	+4	+11.5	+5.5	-2
8	+23	+17.5	+12.5	+8	+10	+3.5	+.5	-11
9	+2	-1.5	-6.5	-6	+5	+.5	-5.5	-3
10	+4	+5.5	-11.5	-21	+5	+8.5	-6.5	-15
11	-1	+7.5	-14.5	-11	+4	-2.5	-8.5	-8
12	+10	+10.5	-10.5	-8	+6	+8.5	-4.5	-9
13	+9	+.5	-30.5	-30	+17	-3.5	-33.5	-22
14	+10	+14.5	-1.5	0	+14	+12.5	+.5	-6
15	+12	-2.5	-10.5	-16	+22	-4.5	-4.5	-9
16	+12	+9.5	+2.5	-1	-5	+4.5	-5.5	-5
17	+7	+6.5	-8.5	-7	+14	+1.5	+3.5	-2
18	+13	+2.5	-13.5	+10	+10	+3.5	-12.5	+4
19	+9	-2.5	-5.5	-7	+6	+3.5	-.5	+2

[1]Raw scores have been converted to adjusted scores with a mean of zero for ease of interpretation.

on an individual basis for comparison by the reader. The scores presented have been adjusted to a mean of zero. The standard deviation for each school identified is shown in TABLE VIII.

TABLE VIII

STANDARD DEVIATION FOR EACH OF THE FOUR SCHOOLS IDENTIFIED (REPI)

School	Standard Deviation
Idealism	9.4
Realism	9.2
Pragmatism	7.0
Existentialism	8.0

The four schools identified by this instrument are defined briefly by the author of the test as follows:

> An Idealist is basically an authoritarian personality. He views the world around him, human nature, and values as absolutes and immutable. He accepts the supernatural. He cannot compromise his ideals. He views others as needing to be told. He sees himself as a person to be imitated.
>
> A Realist is also authoritarian. He accepts the laws of nature. He is objective. He sees others as needing to be motivated by him. He is a mental disciplinarian.
>
> A Pragmatist is democratic. He sees a dynamic world. He is flexible. He sees others subjectively as self-motivating, self-disciplining, and dynamically creative. He sees himself as an advisor, guider, a consultant to others.
>
> An Existentialist sees life as a series of confrontations with choice, freedom, love, death, etc. He sees the universe to be without meaning until man brings meaning to it. He sees others as creatures of feeling. He is a catalyst who provides opportunities to bring out the individual uniqueness of man in an environment of freedom.

Unfortunately, the responses presented in TABLE VII show that many of the respondents failed to show a clear choice for any of the schools of thought. This failure further reduced the size of the sample for comparison. The reader will recognize that the pragmatist school is more consistent with the objectives of the present project. The data presented show no movement to this position, however, between pre-test and post-test.

Objective 4 To train a number of key personnel who in the future may serve as elementary school principals.

The criterion used to measure success of the project in attaining this objective was the actual placement of non-principal participants in a principal's position and their performance in that position. During the first two project periods, fewer non-principals were recommended by their districts for participation than had originally been projected. During the current period, this category was changed to include personnel who might already be in a key administrative postion.

Including these key personnel, only 27 persons who were classified as non-principals participated in the project during its three-year life. Seven of these twenty-seven have accepted principalships or assistant principalships in elementary or middle schools in the region served by the project.

2. Several of the participating school districts have initiated various kinds of inservice programs since this

project began. In some cases the activities seem to have been suggested by this project. It appears that this project has been responsible, within participating districts, for much interest in interpersonal relations and related topics. Whether it can be claimed that the district administrators have consciously "adopted" ideas from this project is difficult to determine, however.

3. No agencies other than school districts were directly involved in project activities. Project staff members have been unable to determine whether the effect of the project has been extended through changed behavior of principals who go back to their schools (and communities) and carry on the functions of the principalship in a new and more effective manner.

4. a. Some moves toward individualized instruction and team teaching have been made in schools of participating principals. These activities have been funded partially by Title I, P.L. 89-10. No other influence has been noted.

b. Superintendents were queried in regard to positive effects of the project on support for innovation and change. According to their responses, no such effect had been noted.

c.- g. No influence noted.

(OE4351-3)
(Revised August, 1970)

PART III - BUDGET SUMMARY/EXPENDITURE REPORT - TITLE III, P. L. 89-10

A. NAME AND ADDRESS OF LOCAL SCHOOL DISTRICT
Spartanburg County School District No. 7
P.O. Box 970
Spartanburg, S.C. 29301

B. PROJECT NUMBER
69-0000-71-040

C. BUDGET PERIOD (Month, Day & Year)
FROM: 7/1/71 TO: 6/30/72

D. ( ) PROPOSED BUDGET SUMMARY (X) ESTIMATED EXPENDITURE REPORT
( ) REQUEST FOR FUNDS ( ) FINAL EXPENDITURE REPORT

E. EXPENDITURE ACCOUNTS

EXPENSE CLASSIFICATION - For Title III Funds Only

FUNCTIONAL CLASSIFICATION	ACC'T NO.	SALARIES PROFESSIONAL	SALARIES NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL AND PER DIEM	EQUIPMENT	OTHER EXPENSES	TOTAL TITLE III FUNDS	TOTAL OTHER FUNDS	TOTAL BUDGET (10 + 11)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1 ADMINISTRATION	100		6,231.00	1,100.16	745.35	3,527.19	XXXXXX	420.99	12,024.69		12,024.69
2 INSTRUCTION	200	25,869.74			694.13	3,296.42	XXXXXX		29,860.29		29,860.29
3 ATTENDANCE SERVICES	300						XXXXXX				
4 HEALTH SERVICES	400						XXXXXX				
5 PUPIL TRANSPORTATION	500						XXXXXX				
6 OPERATION OF PLANT	600						XXXXXX	1,079.71	1,079.71		1,079.71
7 PLANT MAINTENANCE	700						XXXXXX				
8 FIXED CHARGES	800	XXXXX	XXXXX	2,136.00	XXXXX	XXXXX	XXXXXX	3,217.43	5,353.43		5,353.43
9 LEASING FACILITIES	830						XXXXXX				
10 FOOD SERVICES	900						XXXXXX				
11 STUDENT ACTIVITIES	1000						XXXXXX				
12 COMMUNITY SERVICES	1100						XXXXXX				
13 SITE IMPROVEMENT	1210c						XXXXXX				
14 REMODELING	1220c						XXXXXX				
15 CAPITAL OUTLAY	1230	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX		XXXXX			
16 TOTAL		25,869.74	6,231.00	3,236.16	1,439.48	6,823.61	--	4,718.13	48,318.12	--	48,318.12

F. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT
J. H. McCracken

DATE
June 30, 1972

SDE 45-001I TD1/29/71

APPENDIX A

PROJECT FOR ELEMENTARY PRINCIPALS

Strengthening Communication With Parents And Their Role In The School

1. Public Relations With Parents and Public

    1. Try to have as much information as possible
    2. Don't pass on gossip
    3. Don't express personal gripes
    4. Get involved in community drives and group activities
    5. Public speeches: Have something to say, have manuscript or notes, practice speech

2. Making Good Impressions

    1. Explain so others can understand
    2. Be tactful
    3. Be honest but not brutal
    4. Keep written communication personal
    5. Learn to listen

3. Teacher Aides and Parent Volunteers

    1. Bridges the home-school gap
    2. Helps parents understand what schools are trying to do and why
    3. As contact agents between school and home
    4. As helpers to principal, school secretary, and teachers

4. Planning Conferences With Parents

    1. Plan ahead
    2. Have refreshments available before and after
    3. Invite parents to the school
    4. Take time to listen
    5. Show parents ways they can help
    6. Make education a cooperative venture

5. Helping Teachers in Public Relations

1. Support teachers in their public relations effort
2. Make certain time is available for public relations
3. Provide telephone facilities that are private and convenient
4. Provide a suitable place for parent conferences
5. Work to effect an understanding of district policy, practices, and problems
6. Promote public relations activities through the combined efforts of the school staff
7. Recognize the accomplishments of individuals and groups
8. Make student, school, and program information easily accessible to teachers
9. Recognize teachers as professionals

6. Do's and Don'ts

1. Don't talk in vague generalities or academic manner and don't assume
2. Vital information needs to be given to parents far enough in advance
3. Be cautious of rigid rules in reference to hardships on students
4. Work for a standardized homework policy
5. Explain to parents why their children are grouped as they are
6. Have contact with parents early in the school year
7. Don't allow a few parents to dominate group sessions
8. Policy on recesses need to be standardized and not left to individual teachers
9. Keep parents ever informed of their role in helping their children succeed in school
10. Help teachers to be flexible

PROJECT FOR ELEMENTARY PRINCIPALS

POST OFFICE BOX 3124 ■ 402 HILLCREST OFFICES ■ TELEPHONE (803)585-8756 ■ SPARTANBURG, SOUTH CAROLINA 29302

December 9, 1971

MEMORANDUM

TO: All Project Participants

FROM: Ron West and John Tillotson

SUBJECT: Materials Used by Mr. John Gist

We are forwarding copies of some of the materials used at the December 7, 1971 meeting with Mr. Gist. The two exercises related to communication were not used in the session due to lack of time, but may be of value to you in working with faculty groups. The handout entitled "Functional Roles" was distributed to all persons attending but may be useful to those not present as well. All of those present did not receive a copy of "Questions for Observers of Groups," so we have reproduced it for general distribution to all participants.

This meeting was the final one for 1971. Your entire project staff would like to take this opportunity to wish you a joyous Christmas. We look forward to sharing a happy and prosperous 1972 with you.

QUESTIONS FOR OBSERVERS OF GROUPS

1. Participation:

   Did all have opportunities to participate?
   Were some excluded?
   Was an effort made to draw people out?
   Did a few dominate?

2. Leadership:

   Did a leader, as such, emerge?
   Was a leader designated?
   Was leadership shared?
   Was there any structuring of the group?

3. Roles:

   Who initiated ideas?
   Were they supported and by whom?
   Did anyone block?
   Who helped push for decisions?

4. Decision-Making:

   Did group get a lot of ideas suggested before beginning to decide, or did it begin on only a single idea?
   Did everyone agree to the decisions made?
   Who helped influence decisions of others?

5. Communication:

   Did people feel free to talk?
   Was there any interrupting or cutting people off?
   Did people listen to others?
   Was there clarification of points made?

6. Sensitivity:

   Were members sensitive to the needs and concerns of others?

UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION

FUNCTIONAL ROLES

Task Roles

1. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem...

2. Information or opinion-seeking: Requesting facts; seeking relevant information about a group concern, asking for suggestions and ideas.

3. Information or opinion-giving: Offering facts; providing relevant information about group concern stating a belief, giving suggestions or ideas

4. Clarifying or elaborating: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives and issues before the group; giving examples.

5. Summarizing: Pulling together related ideas; restating suggestions after group has discussed them; offering a decision or conclusion for the group to accept or reject...

6. Consensus tester: Sending up 'trial balloons' to see if group is nearing a conclusion; checking with group to see how much agreement has been reached.

Maintenance Roles

1. Encouraging: Being friendly, warm and responsive to others; accepting others and their contributions; regarding others by giving them an opportunity or recognition.

2. Expressing group feelings: Sensing feeling, mood, relationships within the group; sharing his own feeling or affect with other members.

3. Harmonizing: Attempting to reconcile disagreements; reducing tension through "pouring oil on troubled waters"; getting people to explore their differences...

4. Compromising: When his own idea or status is involved in a conflict, offering to compromise his own position; admitting error, disciplining himself to maintain group cohesion.

5. Gate-keeping: Attempting to keep communication channels open; facilitating the participation of others; suggesting procedures for sharing opportunity to discuss group problems...

6. Setting standards: Expressing standards for group to achieve; applying standards in evaluating group functioning and production.

6-29-70

University of Maryland

Workshop on Human Relationships

July, 1970

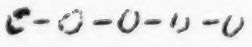
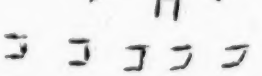
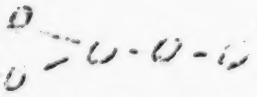
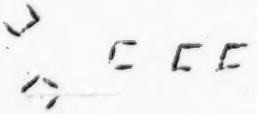
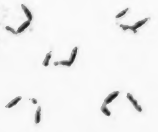
I. Problem: Experimental Lab on Studying Patterns of Communication

II. Objectives:

1. To identify simple patterns of communication
2. To list characteristics of the various patterns of communication
3. To determine whether the various patterns affect leadership, development of organization, and resistance to group disruptions

III. Procedure

1. Pick four groups of five people and place them in the following seating arrangements:

	Pattern	Seating (C - open end of this symbol is the front)
a. Circle		
b. Chain		
c. Y		
d. Wheel		

2. Each person will be given a role for his group
3. The rules of group involvement include:
   a. Individuals may not speak to or face each other
   b. All communication will be done by passing notes. According to the lines of communication shown in the patterns described.
4. Directions to the groups:
   a. Review the pattern of communication or how notes may flow in the group
   b. Each group will solve the following problem:

The members of the group have met for about three hours and must meet again after lunch. They have been asked to go to lunch together since the Board of Education will pay for the lunch. The group may choose any location to eat lunch. Expense is no obstacle. The group must decide where they will eat lunch. Assume that the status position of all individuals is relatively equal.

5. Roles:

   a. You enjoy eating out. There is a very good restaurant you would like to try.

   b. You are on Metracal but you can be persuaded.

   c. You dislike the thought that some individuals may want to take advantage of spending a great deal of money.

   d. You want a hamburger and a coke. You never eat any more for lunch.

   e. You would rather complete the task as soon as possible and eat a quick meal in the local cafeteria.

6. Assign a sixth person to observe each group. The observers should give their impressions after the groups have accomplished the task.

7. Each observer will ask the group to react to the following questions: (Ditto brief questionnaire)

   a. Who was the leader in your group?

   b. Was a decision reached quickly?

   c. Were you satisfied with the decision?

   d. Do you feel you had ample opportunity to express your feelings to the group?

8. The observers will report to the entire group on their findings and observations.

IV. Conclusions: (if any) by the group and trainer

   a. Attempt to list the patterns and their characteristics

   b. Discuss objective #3

V. Evaluation

   1. Obtain reaction of the class of the lab

   2. Were the conclusions similar to those in actual studies?

ONE-WAY AND TWO-WAY COMMUNICATION

Objectives:

1. To demonstrate the differences between one-way and two-way communication in interpersonal and organizational communication.

2. To assess the emotional impact of different types of communication.

3. To indicate the values of feedback in communication situations.

4. To illustrate the values of establishing ground rules in communication situations.

5. To practice improving communication.

General Plan

The exercise consists of four parts, the first two parts involving the description of two geometric designs by two different communicators who are as isolated as possible fromthe other members. In part three, one of the earlier communicators, in full communication with group members, describes a third design. The total group then defines appropriate ground rules under which a communicator might describe a fourth geometric design in a one-way situation. Tabulation of results and discussion follows the first three parts.

Procedures:

1. Trainer briefly describes the task as a demonstration of the differences between one-way and two-way communication.

   a. One-way communication as offering no opportunity for feedback from the person(s) receiving communications; two-way communication as involving possibilities of feedback.

2. Trainer gets two volunteers from the group.

3. Trainer distributes blank paper to group members. Explains ground rules for first task as follows:

   a. Person X is going to give you directions for reproducing a simple geometric design.

   b. He will try to give you the best directions he can, as clearly and as fully as is necessary, taking as much time as is necessary for this.

   c. In this first condition he will not receive any feedback from group members. He will turn his back to the group so as not to see your reactions, and please do not communicate in any way with him or with one another. Be absolutely quiet.

   d. Try to reproduce the geometric design as accurately as possible from the directions which he will give.

Procedures (cont'd)

4. Send Communicator III from the room and have Communicator I give instructions. Trainer keeps time.

5. Trainer puts satisfaction-frustration scale on board, has Communicator I and group check their degree of satisfaction-frustration on their sheets; has Communicator I estimate number of people who reproduced design correctly; has group estimate the number of parts of the design they think they can correct.

6. Communicator II repeats the same task. Same data Collection.

7. Trainer explains the ground rules for the two-way communication as follows:

   a. Person X will now give you directions for reproducing the third geometric design.

   b. This time he will give as good directions as he can, but now he will face the group, and members can interrupt him at any time, asking questions of clarification, asking him to go over things again, and so on.

   c. Again, try to reproduce the design as accurately as possible.

8. One of the first two communicators gives instructions and the group attempts reproduction. Trainer keeps time.

9. Trainer collects the same data as for earlier exercises.

10. Trainer tabulates differences of both communicators and the group in satisfaction-frustration in the three conditions, tabulates the time for all three, tabulates the communicator productions, tabulates group estimates. Tapes design sheets to the blackboard for all to see.

11. Trainer helps group in discussing and summarizing learnings. Possible areas include:

   a. Feelings of communicator and group during tasks.

   b. Comparison of two tasks, in time, accuracy, and feelings of satisfaction-frustration of both communicator and group.

   c. Possible generalizations from and implications of results in both other situations (teaching, training, supervising) and more complex organizations.

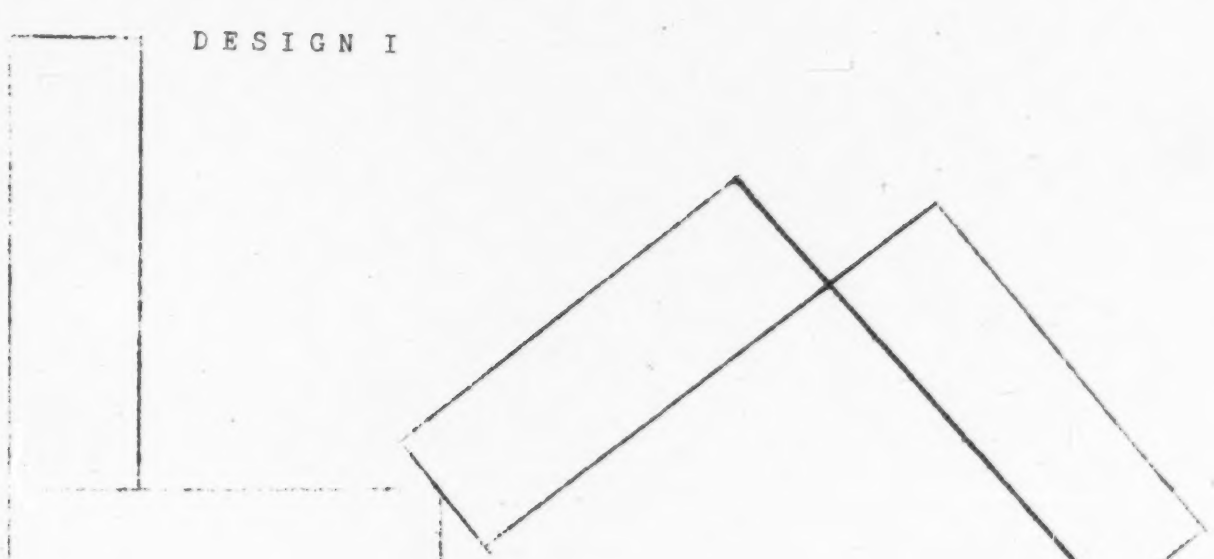
   d. What can be done to improve communication?

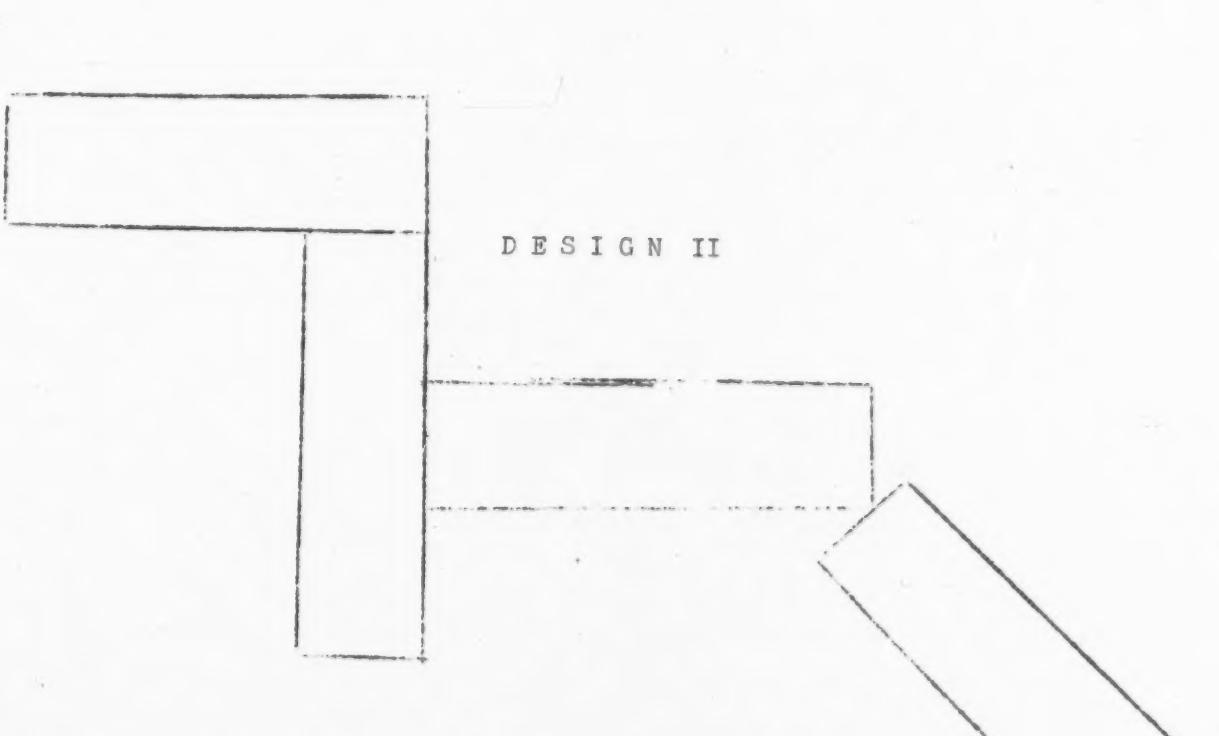
12. Trainer helps groups to define appropriate ground rules for one-way communication. If time, test by having a communicator describe under these conditions.

13. Learning Points

--Some things which help effective communication are: shared ground rules, commonly understood language, opportunity to give and receive feedback.
--Feelings affect the quality of communication and influence productivity.
--Communication is improved by sensitivity to verbal and non-verbal cues.

DESIGN I





DESIGN II

HANDOUTS

Dr. Nicholas Vigilante

KEY CONCEPTS OF INDIVIDUALIZATION

1. KNOWLEDGE OF PUPILS. The teachers know each pupil. This concept is broader than merely knowing an I.Q. or a reading score. It includes knowing the habits, interests hobbies, family relationships and other aspects of the pupil's life outside the classroom.

2. PHYSICAL FACILITIES. A variety of resources is available and in use. This covers every type of resource for in-class or out-of-class use, including programmed materials, audio-visual aids, as well as books, newspapers, magazines and specimen objects.

3. DIFFERENT TASKS. Different pupils work on different tasks, selected at least in part by the pupils themselves. Teachers make a variety of assignments designed to individual requirements for both in-class and out-of-class work.

4. PARTICIPATION. Learning activities are sufficiently varied that all people are seen participating in some learning activity.

5. COMMUNICATION. Instead of sending out oral messages to "whom it may concern", the teacher communicates individually as may be needed with pupils singly or in small groups.

6. MODIFICATION OF QUESTIONING. The teacher's questions vary in type and difficulty for different pupils, and in order to make sure each pupil understands.

7. COMPLEMENTARY TEACHER-PUPIL ROLES. The teacher adopts the role of a resource person and helper; the pupils contribute to the direction or content of the lesson and have the opportunity to lead and initiate change.

8. TIME FOR GROWTH. The time that pupils require to complete a given task or master a given concept or skill must, because of individual differences, vary greatly. The teacher therefore provides for both extra help and enrichment through planning or allowing the use of extra class time.

9. INDIVIDUAL EVALUATION. Instead of a fixed standard that all are judged as change or improvement at individual rates of growth and development.

HANDOUTS

Dr. William W. Purkey

Schools for the Sensitive Seventies

December, 1971
Gainesville, Florida

Dr. William W. Purkey
University of Florida

In The Greening of America (Random House, 1970) Charles Reich declares that a non-violent revolution is coming to America. This revolution is based on the individual's personal value and responsibility, and promises a life more beautiful and liberated than man has ever known before.

Thanks to present efforts to humanize education at all levels, a "greening" is already taking place in many American schools. Here are signs of spring:

FROM	TO
Order, silence, stillness	Disarray, noise, movement
Compulsion to engage and compete	Freedom to collaborate or disengage
Comparing, labeling, grouping	Valuing individual uniqueness
Neutral or negative expectations	Highly positive expectations
Continuous stress and pressure	Openness to sensitivity and joy
Institutional purposes and responsibilities	Student Purposes and responsibilities
Emphasis on external dictation, control, product	Emphasis on personal choice, expression, process
Maintaining quality through group standards, failures, retention	Maintaining quality through individual standards, successes, and continuous progress
Conditional concern for human dignity, feelings, value	Absolute commitment to integrity, worth and humanness of the individual

There is threat involved in moving from the old, but there is tremendous promise in the new. If we believe in the promise, we can bring about the "Greening of American Education."

Classroom Discipline: A New Approach

William W. Purkey and Don Avila

College of Education

University of Florida

Maintaining classroom discipline has been and probably always will be a major problem in education. Students resist control because it restricts personal choice. This love of individual freedom is a valuable part of democracy and should be cultivated rather than condemned. Yet teachers must maintain some sort of classroom control to achieve the goals set forth by society. To maintain order (usually referred to as "discipline") teachers have tried just about everything.

Earlier methods of discipline were essentially negative: punishment and fear played dominant roles. One of the first schoolhouses built in the United States was equipped with a whipping post (Manning, 1959), and, "in the good old days" a vast array of weapons and techniques was devised to inflict physical punishment on erring students. Fear, too, played a major part in maintaining discipline, and children received ominous warnings from pulpit, home, and school that "the Gobble-uns 'll git you ef you don't watch out!"

Fortunately, more modern methods of maintaining classroom discipline are generally positive. Behavior modification techniques, which attempt to reinforce desirable behavior and extinghish undesirable behavior, are often effective. The classroom is arranged so that when a student behaves in desired ways, desirable things happen to him. Precision teaching of this sort relies primarily on rewards rather than punishments to modify and shape student behavior. However, both earlier and contemporary approaches to discipline, whether positive or

negative, treat the maintaining of discipline as though it were a matter of employing certain techniques. A new dimension of discipline is needed which focuses on the teacher's beliefs. A businessman and a racketeer, General Motors and the Mafia, The United States and Red China employ many of the same techniques from time to time, but their beliefs differ significantly. So it is with teaching: to obtain and maintain optimal classroom discipline, the teacher must consider his beliefs about students, himself, and teaching.

Beliefs about students. Several studies (Davidson and Lang, 1960, Brookover, Erickson and Joiner, 1967) have indicated that teachers unwittingly extend powerful invitations to students: invitations to succeed or fail, facilitate or disrupt, even invitations to aspire or despair. How these invitations are extended is not yet clear, but there is little question that the teacher telegraphs his beliefs about students to them, and that these beliefs serve as self-fulfilling prophecies. Nowhere has the impact of teachers' beliefs upon their behavior and the behavior of their children been more dramatically demonstrated than in a 1968 story by Rosenthal and Jacobson. They found a significant relationship between teacher expectation and pupils' intellectual development. When the teacher believes that students can learn in school, students often do. When he believes that students are "little vipers", they often are. When he believes that students are basically trustworthy, they often become so.

Perhaps the most important belief of teachers relates to the worth and dignity of individuals. Sometimes teachers forget the importance of respect and run roughshod over the personal feelings of students. When teachers employ ridicule, sarcasm, and hostility when working with students, then it is not surprising that students reply in kind. The rule seems to be that students do unto teachers as teachers do unto them. Students who are treated with dignity

and respect by teachers are less likely to become discipline problems.

Beliefs about self. Teachers employ all sorts of classroom techniques, yet there is no technique of teaching which can be clearly shown to be related consistently to good or bad teaching (Ellena, Stevenson & Webb, 1961). To identify good and poor teachers it is necessary to explore the ways they view themselves and the world around them. Successful teachers believe that they will make mistakes, that they will sometimes fail, but that in general they have the capacity to meet the problems of life successfully. They view themselves as being dependable, as having dignity and integrity, as being able rather than unable, and as being likeable and attractive (Combs, 1969). What this seems to say about discipline is that successful teachers see themselves as confident and capable: They view minor student misbehaviors as normal activity rather than as personal insults. Because they feel good about themselves, successful teachers are able to admit mistakes and beat a retreat, if necessary. Their self concepts do not require that they confront, fight, and win every classroom skirmish. Minor misbehavior can often be ignored (and thereby extinguished) by teachers who see themselves in essentially positive ways. Such teachers are less likely to have trouble with classroom discipline.

Beliefs about teaching. It is axiomatic that successful students are seldom discipline problems. Conversely, the student who thinks that teachers are out to destroy him, that schools are places of defeat, failure, and humiliation, and that the system is organized to convince him that he's no good, will find ways to rebel, disrupt, and seek revenge, as humans have always done in the face of discontent and resentment. This is beautifully illustrated by what Shakespeare had the hunchback Richard say: "And therefore, since I cannot prove a lover to entertain these fair well-spoken days, I am determined to prove a villain!"

Teachers who believe that students need to experience honest success in school will find ways to provide this success. When students feel that they have a reasonable chance of succeeding in school, they are more likely to cooperate in the educative process.

Discipline problems are also reduced by teachers who are convinced that teaching should be as interesting as possible. When the teacher sees boredom as a cardinal sin of teaching, he will find ways to make life in the classroom as exciting and as relevant as possible. His teaching methods will vary, he will employ audio-visual aids, and he will seek out ways to make his subject matter significant to his students. When students are interested and involved, discipline problems diminish.

Finally, the teacher's beliefs about teaching include notions about what constitutes misbehavior. These notions vary considerably from teacher to teacher, school to school, and from year to year. For instance, in 1848 a North Carolina high school listed such misbehaviors as boys and girls playing together, wearing long fingernails, and neglecting to bow before going home. Today, teachers need to believe that rules should be reasonable, enforceable, and have educational relevance. Too often teachers attempt to enforce rules which are ruthlessly authoritarian, generally unenforceable and, like regulations against tight pants, short skirts, long hair, and chewing gum, have questionable relevance to education. It stands to reason that with fewer and more reasonable rules, fewer rules are likely to be broken.

By now the reader might be thinking, "I believe these things about students, myself, and teaching, but some students still insist on causing disruption." This is true; students are not robots. They will always resist control and there will probably always be some disruption. When this disruption exceeds

the limits established by the teacher, he should ask himself: "What is happening here? Is the student upset? Does he or she need professional counseling or other psychological help? Are there factors at work in this classroom (temperature, class size, time of day, etc.) which are eliciting misbehavior?" When questions like these have been answered without excusing the misbehavior, then a penalty is necessary. But even here, what the teacher believes about penalties makes a great difference. If he believes that penalties should be used sparingly and should be humane, he will resort to temporary denial of student privileges, rather than corporal punishment or psychological warfare.

Much has been written about maintaining discipline in the classroom, but little has been said about the beliefs of teachers as powerful determiners of student behavior. For too long we have exonerated t. . . -ve beliefs of some teachers by simply labeling many students "discipline problems." Perhaps now is the time to take a new approach to discipline. It may be, as Pogo once said: "We have met the enemy..... and he is us!"

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BUILDING SELF-ESTEEM: TIPS FOR PRINCIPALS

William W. Purkey, Ed. D.
University of Florida
January, 1970

For a long time, many of us in psychology and education have been saying that self-attitudes of students and teachers are of critical importance in maintaining a healthy school environment. Recent research studies reviewed by Purkey, (1970) have shown that there is a close relationship between self-attitudes and success in school. The primary purpose of this article, therefore, is to suggest some concrete methods which principals may use in building self-esteem in students and teachers.

A secondary purpose is to help modify the unfortunate and usually undeserved image of the principal as a cross between Simon Legree and the Marquis DeSade: a paddle-swinging, punishment-centered, failure-oriented "watcher." The following suggestions, divided into the categories of (1) warmth, (2) respect, (3) freedom, and (4) success provide some tips on how to build self-esteem in teachers and pupils, and at the same time improve the image of principals.

WARMTH

1. Notice and comment favorably on the things that are important to students and teachers, their new hair-dos, new clothing, or whatever.
2. Make time in your schedule for informal talks with teachers and students.
3. Learn the names of a few students each day. A student's name is most important to him, use it at every opportunity.

4. Praise students and teachers whenever the opportunity arises. Remember that honest successes can be manufactured by the principal.

5. Spread your attention around. Be sure to include the excluded student who may need some special attention, some new student who needs help in getting acquainted, the bright child who needs challenge, and the quiet, submissive child who can be so easily overlooked and ignored. Remember that the child who is hardest to like probably needs to be liked the most.

6. Try to make some personal contact with as many students and teachers as possible each day. In other words, be visible and show your interest.

7. Take a personal interest in the lives of children and teachers outside of school. Be interested in their homelife, their friends, their pets, their concerns.

RESPECT

8. Talk with students and teachers, not at them. It is important to listen and respond to what you hear.

9. Have consistent standards and definite limits, but within those limits be as flexible as possible.

10. Include teachers and students in policy making. Ultimatums should be minimized. Don't posture about "our" policies unless they really are "ours."

11. Provide students specific duties which are valued. This lets the student know that you have confidence in his worthiness to assume responsibility. Respect breeds self-respect.

12. Recognize students and teachers outside of school and be sure to greet them.

13. Remember that competition is basically competition for self-respect. Eliminate ruthless or unfair competition in your school.

14. Provide full-length mirrors in the school; these will encourage personal grooming.

15. Give same consideration to every student regardless of race, color, creed, economic circumstances, or whether or not he "deserves" courtesy. In other words, practice courtesy with all your students, and avoid sarcasm and ridicule.

FREEDOM

16. Allow teachers the freedom to make mistakes in experimenting with new curriculum. This freedom will be felt by students too.

17. Encourage each student and teacher to make contributions to school, find ways for them to contribute, and be generous in your treatment of these contributions.

18. Share confidences with students and teachers. Perhaps you can relate similar feelings and experiences.

19. Give students and teachers the opportunity to demonstrate their talents as often as possible, this includes auditorium assemblies, school publications, and intellectual activities as well as athletic performances.

20. When chances of success are good, lay on the line your trust for students. (And it is better for a student to take advantage of your trust occasionally, than for your distrust to take advantage of every student continuously.)

21. Tolerate ambiguity. Allow some things to remain incorrect and incomplete. Some things are worth doing without doing well or correctly.

22. School policies and philosophy should be clearly stated. The responsibilities and power given to student governments should be clearly stated.

SUCCESS

23. Employ mimeographed notices or even personal letters to parents to tell them favorable achievements of students and staff.

24. Keep local media (TV, radio, newspapers, etc.) informed about the accomplishments of your faculty and students.

25. Take opportunities to congratulate students and teachers for successes or special recognition outside the classroom. Pictures or news items in papers provide good references.

26. Use well-lighted and attractive bulletin boards and display cases in prominent locations to exhibit student and staff achievements.

27. Be quick to compliment teachers for their efforts and successes. This will be passed on to students.

28. Carefully planned in-service education programs provide teachers with honest success experiences.

The methods listed above are just a sample of the many ways in which principals can build self-esteem in others and improve their own image. They suggest ways in which the principal's positive attitudes toward his staff and students may be put into concrete practice. Together they reflect concern and commitment, which is a major part of education. As George Bernard Shaw wrote in The Devil's Disciple: "The worst sin towards our fellow creatures is not to hate them but to be indifferent to them: that's the essence of inhumanity."

Purkey, W. W. Self concept and school achievement. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970.

A Successful Meeting

is

Tending to Trifles

Dr. William W. Purkey
College of Education
University of Florida, Gainesville

Oft, what seems
A trifle, a mere nothing, by itself,
In some nice situations, turns the scale
Of Fate, and rules the most important actions

Thomson

Have you ever noticed how some meetings and conferences seem to go so beautifully, surpassing the fondest hopes of those who organized and conducted them, while other meetings die on the vine? Here are five simple rules for creating an exciting meeting.

Get people involved! The secret is to make it "our" program. Organize Program, Hospitality, and Publicity Committees who will take care of refreshments, name tags, greetings, decorations, publicity, and contribute fresh ideas.

Make careful plans. Once the purposes, theme, and consultants for the program have been determined, the Program Committee will decide who to invite. Some school systems have discovered the value of inviting secretaries, custodians, bus drivers, student representatives, school board members, local college people, and even John Q. Taxpayer. Good plans include a schedule of breaks, and if time permits, small buzz groups and

questions from the floor. Be sure to select a meeting place which is suitable for the program. It's better to have people crowded than to sprinkle a few dozen people in a vast auditorium. If an auditorium is used, rope off the back. Check the speaker system and make sure that the speaker is well lighted. People see a speech as well as hear it.

Create Publicity. Once you've obtained a vita and photograph from your speaker, prepare a special news release about your program and send copies to the editors of education newsletters, local newspapers, and to television and radio news departments. It also helps to circulate dittoed invitations describing the merits of the program. And don't forget to make announcements about the forthcoming program at faculty, NEA, PTA and similar meetings. Finally, why not contact neighboring school systems and colleges and invite representatives to your meeting?

Keep the speaker happy. Let your speaker know the number, professional roles, interests and concerns of those who will be in attendance. Arrange local motel reservations, and choose a hotel which reflects the beauty and uniqueness of your locality. Send him copies of all announcements and let him know who will contact him when he arrives in town. At the meeting, give your speaker a brief introduction.

Follow things up. After the program is over, follow up by circulating papers which expound on the theme of the conference. Ask the committees to evaluate the program and to suggest how things might be done better next time. Expedite the honorarium to the speaker and send him clippings of local news coverage.

Although these five rules seem obvious, they are sometimes overlooked. The turning points of an enjoyable meeting are often concealed in the many little plans so trivial in appearance that we underestimate their contribution. Good programs don't just happen, they are caused by folks who tend to trifles!

EXTENDED SCHOOL YEAR CONCEPT

SURVEY OF LITERATURE--REASONS FOR RESCHEDULING SCHOOL YEAR

SPARTANBURG CITY SCHOOLS

John H. Tillotson

REASONS FOR CONSIDERING A RESCHEDULED SCHOOL YEAR

During the past forty years a large volume of professional literature related to the extended school year concept has been developed. Much of this literature relates to the advantages and disadvantages of a rotating four-quarter plan of operation for extending the school year. Traditionally, advocates of a four-quarter plan claim that the use of such a plan would lead to greater efficiency and economy in the operation of schools, particularly as it relates to the use of buildings, inasmuch as such a plan would allow a school district to increase the capacity of its facilities by one-fourth. In recent years, however, the reasons given for utilizing some form of extended school year operation have shifted from a pure emphasis upon efficiency and economy to include much broader goals to be realized as a result of utilizing an extended school year operational plan. A recent publication of the Florida Educational Research and Development Council (Kimbrough and Andes, 1969) lists advantages of a rescheduled school year as:

1. Longer school year to keep pupils off the streets in summer
2. Need for longer instructional time to teach expanding knowledge
3. Acceleration of pupils
4. Providing enrichment activities for students
5. Making teaching a full-time profession and increasing the attractiveness of teaching as a career
6. Making the schools relevant to an urban society

In 1968 a summary of research prepared by the Research Division of the National Education Association (NEA, 1968) also listed six reasons, some of which overlap to a considerable extent the above listing. This report also

pictured the economy objective as the most prominent reason for interest in some form of utilization of the school plant on a year-round basis. The report further indicated that economy advocates often argued that savings could be effected on building costs, debt, services, cost of fuel, light, power, maintenance, insurance, and state tax on bonds.

The second argument for year-round operation listed in the NEA Summary was that of improvement of teacher status. Obvious economic gains to the teacher resulting from year-round employment were a primary factor in such an argument. Proponents also felt that extended contracts would eliminate a need to seek temporary summer employment and would give teachers more time in which to work on curriculum revision, to aid individual students, and to devote to other similar tasks which would tend to elevate a teacher's professional status.

A third reason for considering extended school year operational plans involves the teacher shortage factor. Persons who felt that this was a primary reason for entering such year-round operations argued that the demand for teachers can be reduced if the teachers who are already employed could be persuaded to work on a year-round basis. Furthermore, they claim that still fewer teachers (in actual number) would be required if pupils were allowed to accelerate and graduate early.

Another major argument for adopting some form of extended school year operation is characterized in the research summary as a desire to improve and enrich education for all pupils. Such goals, it is claimed, can be realized through extended school year operations since additional time for remediation and enrichment can be provided, as well as greater opportunities for make-up sessions. In some cases a general curriculum revision also results from extending the year. In a similar vein, it is sometimes argued that a longer school year is necessary because of the so-called knowledge explosion in our

society today.

Another dominant theme reported as running through the literature is the need for pupil acceleration. Such a need obviously is sometime related to the economic benefits which may be derived from a child's attending school over a shorter number of years than the traditional twelve-year program. Some writers, however, have forwarded the idea that acceleration, per se, is sufficient reason for using an extended school year operation. These persons cite the need of a child to graduate from high school earlier, to enter the work force, to continue some schooling, to become married, and for other similar reasons.

The final argument for a school year longer than the current 180 days period presented in the research summary is the need to keep youth busy and off the streets during the summer months. Any plan which staggers vacation for the school population will obviously reduce the demand for vacation work at any given time during the year.

BRIEFING PAPER

QUINMESTER PLAN

The term "Quinmester Plan" refers to an organizational plan which provides for five attendance terms, each of 45 days duration, during a calendar year. A pupil normally would attend four terms during the year, thus completing his mandatory 180 days of school during the year. A student who desired could attend during the fifth term for remediation, enrichment, or acceleration. At present, attendance at a fifth term in a calendar year would be on a tuition basis.

Since children normally attend only four of the five terms, typical attendance patterns would look like those in the following diagram. Some

FIGURE I

OPERATION OF TYPICAL YEAR SHOWING PUPIL ATTENDANCE

UNDER A FIVE TERM (QUINMESTER) PLAN

Attendance Group	Term I	Term II	Term III	Term IV	Term V
Group A	Vacation	School	School	School	School
Group B	School	Vacation	School	School	School
Group C	School	School	Vacation	School	School
Group D	School	School	School	Vacation	School
Group E	School	School	School	School	Vacation

children might vacation in the fall (August-October), as shown for Group A; others might schedule vacations in Term II (October-January). A third group of students might elect to vacation during the term extending from January

-March, while others might choose vacations during the period from April to early June. Students who choose to vacation during the traditional summer period would have a vacation period slightly shorter than the one to which we have been accustomed. An accompanying illustrative calendar shows the exact dates of each term, as well as holidays.

If the plan is implemented, during the initial year each student would enroll in the first four terms during the year. This year would, therefore, differ little from the present calendar. The student could then attend the fifth term and omit any one of terms 1-4 during the following year, reaching full implementation of the staggered attendance feature of the quinmester plan.

Although the calendar would be little different during the first year of implementation, the program would be quite different. All courses offered under the plan would be 45 days in length and most courses will be non-sequential. A student will, therefore, receive four final grades during a normal attendance span in a year. Yearly averages would be eliminated. The change in curriculum practices and course restructuring will require a full year of study and revision before implementation is possible.

There is no intent to crowd a normal year of course content into a 45-day term, since the student will enroll for a full load of courses as he does in the present schedule. The daily schedule is independent of the type of calendar in use. All terms, including the summer "quin", will be equivalent in every respect.

The quinmester plan offers the opportunity for more flexible employment terms for teachers. Since a course is complete in a 45-day term, a teacher

could theoretically be employed for 45, 90, 135, 180, or 225 days during a calendar year, without detrimental effects on the child. If any of these options were chosen, the 180 teaching day salary would be a base figure and pro rata increases or decreases would be made according to the actual term of employment. At this time, we do not know the effect of reduced term of employment per year on experience, retirement, and other benefits. No teacher will be required to teach five terms per year, but we expect many to desire such a contract.

TYPICAL SCHOOL CALENDAR

OPTIONAL FIVE-TERM ("QUINMESTER") PLAN

The following calendar is offered to illustrate the arrangement of attendance and teacher work days for a Quinmester Plan of year-round school operation. This calendar is presented for information only and is not intended to propose any policy changes relative to scheduled holidays--the fiscal calendar used in the event this plan is selected could vary in beginning and ending dates and in inclusion of different holidays without affecting the basic structure.

The calendar shown provides for five terms with 45 days of pupil attendance in each term. One day is provided for opening and another day for closing each term. Teachers would work these two days. A four-term year for teachers would, therefore, consist of 188 working days as opposed to the present 185 days. Again, this is for ullustrative purposes only, and is not meant to establish a new length of year for teachers.

Holidays provided for in this illustrative calendar include Thanksgiving Day and Friday following, and July 4 and the following day to give long weekends. January 7, 8 and March 27, 28, 1974 would be reserved to make up days lost due to emergency weather conditions. April 26, 1974 is set aside for SCEA State Convention. Christmas Holidays extend from December 19, 1973 to January 1, 1974 - both dates inclusive. The week before Easter is set aside for spring holidays.

AUGUST - 1973

M	T	W	T	F
		22	23	24
27	28	29	30	31

SEPTEMBER - 1973

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER - 1973

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER - 1973

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21		
26	27	28	29	30

AUGUST - 1973

Term 1 Opening Day - 22nd

Pupils Begin - 23rd

Number Pupil Days - 7

SEPTEMBER - 1973

Number Pupil Days - 20

OCTOBER - 1973

Term 1 Closing Day - 25th Pupils

Term 2 Opening Day - 26th out.

Pupils Begin - 29th

Number Pupil Days - 18 (Term 1)

Number Pupil Days - 3 (Term 2)

NOVEMBER - 1973

Thanksgiving - 22nd, 23rd

Number Pupil Days - 20

DECEMBER - 1973

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18			

DECEMBER - 1973

Christmas Holidays Begin - 19th

Number Pupil Days - 12

JANUARY - 1974

M	T	W	T	F
		2	3	4
7	8	9	10	11
14	15	16		
21	22	23	24	25
28	29	30	31	

JANUARY - 1974

Holiday - 1st

Term 2 Closing Day - 16th Pupils out.

Term 3 Opening Day - 21st

Reserved Snow Make-up - 17th, 18th

Pupils Begin - 22nd

Number Pupil Days - 10 (Term 2)

Number Pupil Days - 8 (Term 3)

FEBRUARY - 1974

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

FEBRUARY - 1974

Number Pupil Days - 20

MARCH - 1974

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26			29

APRIL - 1974

M	T	W	T	F
1	2	3	4	5
15	16	17	18	19
22	23	24	25	
29	30			

MAY - 1974

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

MARCH - 1974

Term 3 Closing Day - 26th Pupils out.

Reserved Snow Make-up - 27th, 28th

Number Pupil Days - 17 (Term 3)

APRIL - 1974

Pupils Begin - 1st

Spring Holidays - 8th-12th

SCEA Day - 26th - Pupils out.

Number Pupil Days - 16

MAY - 1974

Number Pupil Days - 23

JUNE - 1974

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

JUNE - 1974

Term 4 Closing Day - 11th Pupils out.

Term 5 Opening Day - 12th

Pupils Begin - 13th

Number Pupil Days - 6 (Term 4)

Number Pupil Days - 12 (Term 5)

JULY - 1974

M	T	W	T	F
1	2	3		
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JULY - 1974

Holidays - 4th and 5th

Number Pupil Days - 21

AUGUST - 1974

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19				

AUGUST - 1974

Term 5 Closing Day - 19th (Pupils out.)

Number Pupil Days - 12

APPENDIX B

MARS ESTATES ELEMENTARY SCHOOL
Homberg Avenue
Baltimore, Maryland 21221

Office of the Principal

January 6, 1971

Dr. J. Ronald West, Coordinator
Project for Elementary Principals
P. O. Box 3142
402 Hillcrest Offices
Spartansburg, South Carolina 29302

Dear Dr. West:

I want to thank you for your prompt attention to my check for expenses etc. incurred on December 7, 1971. In thinking about my work with your group, several ideas came to mind. First, I felt the group is quite mature in looking at new ideas and working on them as teams. There was no hesitating to debate ideas or concepts and as a result, most participants seemed to gain a great deal from the session. In my judgment, the long series of meetings you have had, has had a very beneficial effect. Professionally, the participants are very much aware of and concerned about current problems in school administration.

As I thought about the effect of the one day session, I wondered if you have considered a prolonged session of two, three or four days. It seemed unfortunate that groups which spent time "getting together" had to disbond just when they were most ready to profit from each other. There is, I'm sure, very little you can do about that. All in all, I was satisfied with the time I spent with your group and hope my services were satisfactory.

Sincerely,

John G. Gist

John G. Gist

JGG/sbm

DANIEL R. McLEOD
ATTORNEY GENERAL

ASSISTANT ATTORNEYS GENERAL
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EDWIN B. BRADING

STATE OF SOUTH CAROLINA
OFFICE OF THE ATTORNEY GENERAL
POST OFFICE BOX 11549
COLUMBIA, S. C. 29211

ASSISTANT ATTORNEYS GENERAL
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G. LEWIS ARGOE, JR.
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S. C. INDUSTRIAL COMMISSION
EDWARD B. LATIMER
S. C. WILDLIFE COMMISSION
WILLIAM F. AUSTIN
PUBLIC SERVICE COMMISSION

MRS. SADYE B. DAVIS
ADMINISTRATIVE ASSISTANT

September 29, 1971

Mr. John H. Tillotson
Project for Elementary Principals
P. O. Box 3124
Spartanburg, South Carolina 29302

Dear Mr. Tillotson:

It was a pleasure to be with you and Mr. West on Tuesday, September 28, 1971, and discuss school law as it affects the elementary school principal for your Project For Elementary Principals.

The discussion of the laws relating to discipline of students in the school, including suspension, expulsion and corporal punishment, as well as of a host of practical problems ranging from principal responsibility for student behavior on busses to the handling of outsiders, particularly parents, who disrupt the orderly process of school administration, appeared to be helpful to the principals. Additionally, the participation and sharing of experiences by the principals on some particularly difficult problems, such as the treatment of students who have not received their small pox vaccination, provided a further worthwhile experience for those attending.

I enjoyed working with you on this educational program and would be glad to assist you in the future on any such similar program.

Very truly yours,

Edwin B. Brading

Edwin B. Brading
Assistant Attorney General

EBB/mn

COLLEGE OF EDUCATION UNIVERSITY OF FLORIDA
gainesville, florida 32601

November 12, 1971

Mr. J. Ronald West
Coordinator
Project for Elementary Principals
Post Office Box 3124
402 Hillcrest Offices
Spartanburg, South Carolina 29302

Dear Mr. West:

The purpose of this letter is to give a brief overview of my meeting with the principals and curriculum coordinators and supervisors on Thursday, November 11, 1971.

The basic purpose of this meeting, as you will recall, was to deal with "curriculum planning, latest trends for improvement; relation between new programs and sound curriculum principles."

Several of the major concepts with which I attempted to deal were: (1) the rationale underlying a number of the new programs such as increasingly individualized instruction and nongrading team teaching, etc.; (2) attitude development as it relates to effective learning; (3) implications of technology for enabling a teacher's role to be changed from one of primarily dissemination to one of arranging the learning environment.

During the interaction session I was impressed with the quality of the questions asked by your participants. Apparently these people, most of them at least, have been doing a good deal of reading and thinking about some of the problems. While I cannot say, I can imagine that it is safe to attribute some of these perceptive questions to the kinds of things that have been going on in your project.

In any event, let me thank you for the opportunity to work with your principals and supervisors and, keep up the good work.

Sincerely,

William D. Hedges, Chairman
Department of Elementary Education

WDH:cbb

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI TRAIL • MIAMI, FLORIDA 33144 • (305) 223-2300

January 28, 1972

Mr. J. Ronald West,
Coordinator
Project for Elementary Principals
Post Office Box 3124
Spartanburg, South Carolina 29302

Dear Mr. West:

As your requested, this letter will recap the experience we had with the PROJECT FOR ELEMENTARY PRINCIPALS, January 27, 1972. I enjoyed my work with you very much.

The topics that we addressed ourselves to are:

1. A review of important considerations for classroom management.

2. A review of materials from various school systems who have embarked on programs of individualizing instruction.

3. Individualized Instruction: It's Nature and Effects.

4. Individualized Instruction: It's Objectives and Evaluation Procedures.

5. Individualized Instruction : Diagnostic and Instructional Procedures.

6. Individualized Instruction: It's Materials and Their Use.

7. Individualized Instruction : It's Problems and Some Solutions.

8. Individualized Instruction: Recommendations for Implementation.

I received the impression from talking with members of the group that they are at varying stages of developing programs for individualizing instruction. It was rather obvious that some persons had done some work with individualizing instruction at their schools, while others are about ready to initiate some programs. My major suggestion at this point would be to offer

Mr. J. Ronald West

assistance to each individual school to initiate and/or refine programs for their school. Particular help for each individual school will facilitate the development of programs in this area.

If I can be of further assistance, please do not desitate to contact me.

Sincerely,

Nicholas J. Vigilante, Chairman
Division of Childhood Education

NJV/p

WINTHROP COLLEGE

THE SOUTH CAROLINA COLLEGE FOR WOMEN · ROCK HILL 29730

SCHOOL OF EDUCATION

March 2, 1972

Dr. John Tillotson
Project for Elementary Principals
Post Office Box 3124
Spartanburg, South Carolina 29302

Dear Dr. Tillotson:

It was indeed a pleasure meeting with your project participants and working on the topic of Team Teaching. I was very impressed by their skill in moving from a large group to small groups for discussion and viewing of audio-visuals. Their questions indicated interest and a desire to improve their understanding. I especially appreciate the team work and assistance which you and Mr. West provided in working with two of the small groups.

I realize some of your participants have busy schedules and problems, but I suggest some method be used to reduce the necessity for some participants leaving early.

Again, thank you for providing me the opportunity to work with your fine project.

Sincerely,

Robert H. Braswell

Robert H. Braswell
Assistant Professor of Education

RHB:fa

UNIVERSITY of SOUTH ALABAMA

COLLEGE OF EDUCATION

MOBILE, ALABAMA 366[illegible]
TEL. 205 XXXXXXXXX
460-7102

March 21, 1972

Mr. John Tillotson
P. O. Box 312
Spartanburg, South Carolina

Dear Mr. Tillotson:

Enclosed is a copy of the Improvement in Teaching Worksheet as requested by many of the participants.

It was a pleasure to work with your elementary principals and other leadership members. I was favorably impressed with their interest and eagerness as manifested by their attention, questions, and reactions during the meeting, as well as afterwards.

Since I had worked with them before this as consultant, this experience served as a basis for comparison. It is my considered judgment that the participants have grown individually as professional leadership persons. My evidence is based on the quality of questions, caliber of group discussion, and general attitude - I believe the program has made a difference in these persons, thus, affecting their leadership role in elementary education in South Carolina.

Sincerely,

John D. Greene

Professor and Chairman
Elementary Education Department

JDG/ans
Enclosure

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

May 31, 1972

EDUCATIONAL RESEARCH LABORATORY
117 Fain Hall

Dr. John Tillitson
Project for Elementary Principals
P.O. Box 3124
Spartanburg, South Carolina 29302

Dear Dr. Tillitson:

I have completed the processing and analysis of the organizational climate data for your project. Furthermore, these data and analyses have been presented to you and to the principals who participate in your project.

The data analysis services that I provided consisted of card punching and computer scoring for the Organizational Climate Description Questionnaire (OCDQ) and generating reports for each school that participated in the climate study. These reports were presented to you and to the principals during two meetings that were held in Greenville, South Carolina.

The content of the presentations given during those meetings included a general discussion of the measurement of constructs and the multidimensionality of most organizational constructs. Specific emphasis was placed upon the multidimensionality of organizational climate and the usefulness of this conceptualization as opposed to the more simplistic conceptualization in terms of "morale."

These general discussions were followed by specific presentations of the climate analyses to the principals. These reports were discussed in respect to interpretation and probable significance to behaviors on the part of teachers within the schools.

Furthermore, the reports that were based upon OCDQ data collected during 1972 were compared to those based upon data that were collected during 1969. Specific differences between the two reports were discussed and probable causes for the differences were suggested to the principals.

Few differences could be observed between the climate reports for 1969 and those for 1972. Considering the organizational changes that occurred during that time (specifically, major racial desegregation activities), I had anticipated a great deal of negative change in the climate of the schools. Because these negative changes did not occur, I would suggest (without non-project comparative data, however) that your project may have made the difference between the relatively stable climate that was present in the schools in your project and the marked negative change in climate that I have observed in other schools which experienced major desegregation activities.

I enjoyed very much the work with you and the principals who participated in your project. I hope that my services were helpful to the people who participated in the project.

Sincerely,

Andrew Hayes

Andrew E. Hayes
Instructor

eb

APPENDIX C

PROJECT FOR ELEMENTARY PRINCIPALS

POST OFFICE BOX 3124 ■ 402 HILLCREST OFFICES ■ TELEPHONE (803)585-8756 ■ SPARTANBURG, SOUTH CAROLINA 29302

November 4, 1971

Initial Report of Project Activities

Third Project Period

The programs of the Principals' Project during this final year of project operation are somewhat more structured than in previous years The freedom of participants to shape the direction of the discussion within each day's activities is still a primary characteristic of the project, however. The topics for meetings during this year also were selected on the basis of suggestions made by participants in the project last year. The project staff hopes that no participant will feel restricted by the organization of meetings established for this year.

Thus far, two sessions have been conducted by your project staff. On September 14 and 16, the discussion centered around communication with the patrons of the school and on the role of parents in the day-by-day operation of the school. The latter discussion was concerned primarily with the use of parents as volunteers. Participants offered information on use of volunteers, most of which was quite favorable to utilization of parents in this capacity.

On October 12 and 14, the discussion varied somewhat in the two sessions. In one meeting, the major portion of the discussion was related to diagnosis of pupil problems and its relation to school objectives and philosophy. Grouping after diagnosis received a greater amount of emphasis at the other session. Small task-oriented group procedures were used in both sessions to provide new participants with a better opportunity to become acquainted with continuing participants and their thinking.

The second meeting of the year featured Mr. Edwin Brading, Assistant Attorney General for South Carolina, as visiting speaker. Although this meeting was envisioned by the staff as primarily an informational session, much discussion occured. The discussion revealed a great degree of concern by many participants as to their role and their liability in various school situations.

Our attendance thus far has been much less than we had expected or hoped for. Discussions with participants has revealed that this year has been witness to an unusually busy beginning of school. Looking back, we feel that we may have scheduled meetings too near the opening of school. Your staff sincerely hopes that many of your problems have been ironed-out by this time. Two outstanding consultants will be with us for the remaining

two meetings this calendar year. We hope all of you will be able to take advantage of their presence in our region.

PROJECT FOR ELEMENTARY PRINCIPALS

POST OFFICE BOX 3124 ■ 402 HILLCREST OFFICES ■ TELEPHONE (803) 585-6756 ■ SPARTANBURG, SOUTH CAROLINA 29302

June 1, 1972

Summary of Project Activities

for the 1971-72 School Year

The Project for Elementary Principals is nearing the end of its third and final year of activities. Activities for the final year are detailed in the following section.

Sept. 14, 16 The project participants were given a choice of attending the meeting of Sept. 14 at Spartanburg TEC or Sept. 16 at Greenville TEC. The project staff acted as consultants and dealt with the topic, "Strengthening Communication With Parents and Their Role in the School." The Ross Educational Philosophical Inventory, the TERF Attitude Test, and the Interpersonal Orientation Scale were also given as pre-tests for the year's activities.

Sept. 28 The meeting was held at Spartanburg TEC with Edwin B. Brading, Assistant Attorney General of South Carolina, as the guest consultant. Mr. Brading discussed, "School Law as it Affects the Elementary School Principals." Emphasis was placed on the need for written policy and the importance of the principal following the policy.

Oct. 12, 14 The project participants were given a choice of attending the meeting of Oct. 12 at Greenville TEC or Oct. 14 at Spartanburg TEC. The project staff acted as consultants with "Diagnosing Student Problems, Grouping, and Socio-economic Backgrounds" being the topic.

Nov. 11 Dr. William D. Hedges, Chairman, Department of Elementary Education, University of Florida, was our guest consultant at the meeting held at Greenville TEC. The central theme of discussion was "Curriculum Planning, Latest Trends for Improvement; Relation Between New Programs and Sound Curriculum Principles." Several suggestions on what makes learning happen as well as sources for information on innovative school programs and materials were given.

Dec. 7 — The project participants met with John G. Gist, Principal of Mars Estate Elementary School of Baltimore, Maryland (Past Vice-President of NAESP), as the guest consultant. Discussion was on "Working with Faculty Groups in Preparing for Innovation." Emphasis was placed on human relationships and observation of group activities.

Jan. 11, 13 — "Accountability" was the topic for the two meetings held Jan. 11 at Greenville TEC and Jan. 13 at Spartanburg TEC with the participants attending the meeting of their choice. Discussion was centered around defining the term "accountability," operating the schools in an accountable fashion, and how the principal, teacher, and student help. The project staff acted as the consultants.

Jan. 27 — Dr. Nicholas Vigilante, Chairman, Division of Childhood Education, Florida International University, was our guest consultant at the meeting held at Greenville TEC. The theme of discussion was "Improving Individualized Instruction." Key concepts of individualization was stressed as well as the responsibility of the principal in individualizing instruction.

Feb. 8 — The project participants met at Spartanburg TEC with Dr. William W. Purkey, Professor of Education, University of Florida, as the visiting consultant. "Self Concept, Self Achievement, and Discipline" was the topic. This was Dr. Purkey's second visit with the project participants, the first meeting being in 1969. He stressed some points made at his first visit and discussed new and expanded developments pertaining to the topic.

Feb. 29 — Dr. Robert H. Braswell, Department of Elementary Education, Winthrop College, was our guest consultant for the meeting at Greenville TEC. He discussed "Team Teaching and Team Planning" with the group. Video tape, slides, and small group discussion were used to emphasize the different programs in use.

Mar. 17 — The meeting was held at Spartanburg TEC with Dr. John D. Greene, Chairman, Department of Elementary Education, University of Southern Alabama, as the visiting consultant. Dr. Greene had recently been Director of Education of Baton Rouge Schools and Past President of the ASCD. The topic for discussion was "Problem Solving in Getting into the Classroom and Becoming an Instructional Leader." New measuring tools used with students and teachers involving the principal was stressed. For those who wished to remain after the regular session, Dr. Greene reported on his visit to the British Primary Schools.

Apr. 6, May 9 Both of these meetings were held at Greenville TEC, the meeting of May 9 being a make-up day for those who missed the meeting of April 6. The visiting consultant was Andrew E. Hayes, Educational Research Laboratory, University of Georgia, who explained the results of the OCDQ to the project participants.

Apr. 25 "The Twelve-Month School" was the topic for the meeting held at Spartanburg TEC with Max W. Robbins, Principal of Spartanburg High School and Dr. John H. Tillotson of the project staff as consultants. Mr. Robbins and Dr. Tillotson discussed the findings of their study on the extended school year, the various school calendars used and the plan of Spartanburg County District 7 that is being considered. Dr. Tillotson is director of the study.

Besides the meetings as described above, some principals visited schools that had innovative programs of their interests with the hope of fitting some of the ideas into their own schools.

The project staff have visited all of the schools involved in the project from time to time, worked with principals with their school problems and in teacher inservice programs, and have spoken before parent-teacher groups.

APPENDIX D

PROJECT FOR ELEMENTARY PRINCIPALS

POST OFFICE BOX 3124 ■ 402 HILLCREST OFFICES ■ TELEPHONE (803) 585-8756 ■ SPARTANBURG, SOUTH CAROLINA 29302

September 3, 1971

Dear Colleague:

Your superintendent has named you as a participant in the Project for Elementary Principals.

Welcome! We hope that your participation in the activities will be exciting and rewarding. All who take part in the program will have the pleasure of meeting other elementary school administrators or key staff personnel, sharing experiences, meeting and hearing some top educators of the nation, and learning through a variety of activities. There are added provisions this year, for the first time, to visit innovative programs in other schools in South Carolina and or neighboring states. Visitation will be discussed at our first meeting. Actually, the project should be unlike any other educational experience that you have had in the past.

The central theme of the entire program is to improve learning conditions for children, and all of our activities will reflect this interest. In addition to being of benefit to the practicing elementary school principal, the project has an additional objective——to provide a series of inservice experiences for other key school personnel. Therefore, most of us who take part in the program will be teachers as well as learners.

Inclosed is a copy of the program for the 1971-72 school year. Make a note of the time, place, and other details of each meeting.

You will note that the first two meetings, Sept. 14th. and 16th. have the same topic and will be the same. You may attend on either date. Other meetings, in which the same programs will be repeated, are scheduled for October 12th. and 14th., and January 11th. and 13th. when again you may choose the date you wish to attend. The other nine meetings are planned around the use of outside consultants and all participants will attend on the same date.

We will be seeing you at one of our first meetings.

TIME: 9:00 A.M.

DATE AND PLACE:

Sept. 14, 1971, Spartanburg TEC, Room 116 (auditorium, main building), on I-85 south of Spartanburg.

or

Sept. 16, 1971, Greenville TEC, Health Careers Center Auditorium (building to the far rear), on South Pleasantburg Drive, 291 Bypass, Greenville.

Sincerely,

John H. Tillotson, Director J. Ronald West, Coordinator

PROJECT FOR ELEMENTARY PRINCIPALS

POST OFFICE BOX 3124 ■ 402 HILLCREST OFFICES ■ TELEPHONE (803) 585-8756 ■ SPARTANBURG, SOUTH CAROLINA 29302

PROGRAM FOR 1971-72

Date	Topic and Consultant	Place
Sept. 14, 1971	"Strengthening Communication With Parents and Their Role In the School" Consultant: Project Staff	Room 116 (Auditorium) Spartanburg TEC
Sept. 16, 1971	"Strengthening Communication With Parents and Their Role In the School" Consultant: Project Staff	Health Careers Center Auditorium, Greenville TEC
Sept. 28, 1971	"School Law As It Effects the Elementary School Principal" Consultant: C. Tolbert Goolsby Assistant Attorney General State of South Carolina	Room 116 (Auditorium), Spartanburg TEC
Oct. 12, 1971	"Diagnosing Student Problems, Grouping, and Socio-economic Backgrounds" Consultant: Project Staff	Health Careers Center Auditorium, Greenville TEC
Oct. 14, 1971	"Diagnosing Student Problems, Grouping, and Socio-economic Backgrounds" Consultant: Project Staff	Room 116 (Auditorium) Spartanburg TEC
Nov. 11, 1971	"Curriculum Planning, Latest Trends for Improvement; Relation Between New Programs and Sound Curriculum Principles" Consultant: Dr. William D. Hedges Chairman, Department of Education University of Florida	Health Careers Center Auditorium, Greenville TEC

PROGRAM FOR 1971-72 Cont.

Date	Topic and Consultant	Place
Dec. 7, 1971	"Working With Faculty Groups In Preparing For Innovation" Consultant: Mr. John S. Gist, Prin. Mars Estate Elem. School Baltimore, Maryland (Past Vice-President of N.A.E.S.P.)	Room 116 (Auditorium) Spartanburg TEC
Jan. 11, 1972	"Accountability" Consultant: Project Staff	Health Careers Center Auditorium, Greenville TEC
Jan. 13, 1972	"Accountability" Consultant: Project Staff	Room 116 (Auditorium), Spartanburg TEC
Jan. 27, 1972	"Improving Individualized Instruction" Consultant: Dr. Nicholas Vigilante Chm., Div. of Childhood Ed. Florida Internation Univ.	Health Careers Center Auditorium, Greenville TEC
Feb. 8, 1972	"Self Concepts, Self Achievement, and Discipline" Consultant: Dr. William W. Purkey Prof. Foundations of Ed. University of Florida	Room 116 (Auditorium), Spartanburg TEC
Feb. 24, 1972	Team Teaching and Team Planning Consultant: Dr. William Holcombe Chm., Department of Elem. Ed. Winthrop College	Health Careers Center Auditorium, Greenville TEC
March 17, 1972	"Problems Involved In Getting Into the Classroom and Becoming An Instructional Leader" Consultant: Dr. John D. Greene Chm., Department of Elem. Ed. University of Southern Ala. (Past President of A.S.C.D.)	Room 116 (Auditorium) Spartanburg TEC

PROGRAM FOR 1971-72 Cont.

Date	Topic and Consultant	Place
April 6, 1972	"The Organizational Climate Discription Questionaire", (O.C.D.Q.), Report Consultant: Mr. Andrew E. Hayes Educational Research Laboratory University of Georgia	Health Careers Center Auditorium, Greenville TEC
April 25, 1972	"The Twelve Month School" Consultant: Mr. Max M. Robins, Prin. Spartanburg High School	Room 116 (Auditorium) Spartanburg TEC

Visits to schools with innovative programs to be planned with participants and the schools.

PROJECT FOR ELEMENTARY PRINCIPALS

POST OFFICE BOX 3124 ■ 402 HILLCREST OFFICES ■ TELEPHONE (803)585-8756 ■ SPARTANBURG, SOUTH CAROLINA 29302

November 29, 1971

TO: Project Participants

FROM: J. Ronald West

SUBJECT: Reminder of Next Meeting

Date: December 7, 1971

Time: 9:00 A.M. - 1:00 P.M.

Place: Spartanburg TEC Auditorium

Topic: "Working With Faculty Groups In Preparing For Innovation."

Consultant: Mr. John G. Gist, Principal
Mars Estate Elementary School
Baltimore, Maryland
(Past Vice-President of N.A.E.S.P.)

Note: Inclosed are copies of handouts given us by Dr. Hedges at our last meeting.

HANDOUTS

Dr. William D. Hedges

WHAT MAKES LEARNING HAPPEN FASTER in some classrooms than in others? No one's quite sure. But Ralph W. Tyler, Director of the Center for Advanced Study in the Behavioral Sciences (Stanford, California) has advanced a set of principles which he believes is central in determining the amount of learning which occurs in any given situation.

Here's his checklist. You have our O.K. to mimeograph it for distribution at your next staff meeting.

1. The student must have experiences that give him an opportunity to practice the kind of behavior implied by the objectives.

2. The learning experiences must be such that the student obtains satisfactions from carrying on the kind of behavior implied by the objective.

3. The learner must be motivated - that is, he must feel an impelling force for his own active involvement.

4. The learner must find his previous ways of reacting unsatisfactory, so that he is stimulated to try new ways.

5. The learner should have some guidance in trying to carry on the new behavior he is to learn.

6. The learner should have ample and appropriate materials on which to work.

7. The learner should have time to carry on the behavior, to practice it until it has become part of his repertoire.

8. The learner should have the opportunity for a good deal of sequential practice; mere repetition is inadequate and quickly becomes ineffective.

9. The learner must set attainable standards for himself that require him to go beyond his performance.

10. The learner must have a means of judging his performance to be able to tell how well he is doing at those times when a teacher is no longer available to supervise his efforts.

cbb
8-10-71

In line with our primary goal of devising realistic ways to provide more individualized instruction oriented toward continuous progress, I am quoting the following suggestions from Ronald C Doll:*

1. An increased number of small classes.

2. Closer observation of individual students throughout the school day.

3. More variety in the school curriculum; a wider range of methods and materials used by teachers.

4. Greater flexibility in homework assignments, with an opportunity for students to make suggestions.

5. Occasional reviews of school purposes by administrators and teachers, who will then identify the experiences that "validly serve these purposes."

6. Permitting students who understand a particular content to teach the same content to other students in small groups.

7. Strengthening relationships between students and teachers.

8. Eliminating the grade-level concept.

9. Devising report cards that are "human, adaptable, and instructive." In elaborating this point, Dr. Doll said, "It's not that we educators want to avoid communicating; it's that we don't know exactly how to do it. We need to say more about a child than that he is good or bad, literate or illiterate."

NOTE: How does your school rate in these areas? Are there any you can do something about?

* Doll, Ronald C. and Fleming, Robert S., Children Under Pressure, Charles E. Merrill Books, Inc., 1966, p. 105-107.

CHANGE AND INNOVATION IN EDUCATION
The Chatelaine Questionnaire

HOW WOULD YOU RANK YOUR SCHOOL?

Please assign a number: 0, 1, 2, 3, according to the degree of success of your school in meeting each of the following criteria. (For instance, if your school is not oriented that way at all, mark it 0; if it is moving in that direction, 1; if a program like that is under way, 2; if it is succeeding, 3.)

(1) THE PRIMARY AIMS OF THE SCHOOL ARE
- a. to develop a feeling of self-adequacy in the child _____
- b. to develop socialization: the ability to get along with others _____
- c. to encourage self-direction in the student so that he sets his own goals and knows how well he's doing _____
- d. to develop a spirit and skills of inquiry; he looks for reasons rather than ready-made explanations _____

(2) MOTIVATION. THE CHILD IS ENCOURAGED TO LEARN BY
- a. emphasis on inner satisfaction rather than outside rewards and punishments (i.e., marks, prizes, detentions) _____
- b. use of a variety of teaching materials, including visual and audio-visual aids _____
- c. a generally warm, mutually respectful relationship between teachers and pupils _____
- d. an adequate pupil-teacher ratio (no more than 30 to 1) _____

(3) CURRICULUM CONTENT
- a. suits the stages of child development (social, physical, conceptual) _____
- b. is developed by the staff of the school appropriate to local needs _____
- c. includes option subjects _____

(4) PUPIL PROGRESSION
- a. is by subject rather than by entire grade so that each student can go forward at his own rate _____
- b. depends on the evaluation of his work by more than one teacher _____
- c. self-evaluation by the student is considered _____
- d. students progressing to higher schools but failing in a subject can take makeup programs (evenings, summer, spare periods) _____
- e. there is a school guidance department to assist teachers in compiling school records, especially anecdotal report cards _____

(5) ORGANIZATIONAL STRUCTURE
- a. the school is not graded _____
- b. there is some team teaching _____
- c. the size of learning groups varies _____

(6) CHILD GROWTH AND DEVELOPMENT
- a. differences between children are recognized and provided for _____
- b. children are free to move around _____
- c. the school provides facilities for "letting off steam," e.g. games, wrestling, clay molding, etc. _____

(7) PHYSICAL SCHOOL STRUCTURE
- a. the school has flexible spaces which can be enlarged or made smaller for quiet solitary work, small groups or large team teaching _____
- b. it has comfortable furniture _____
- c. temperature, ventilation, humidity, light, color, texture and noise are geared to help learning _____

(8) EVALUATION AND HOME-SCHOOL COMMUNICATION
- a. the school used parent-teacher interviews as well as report cards _____
- b. students are present at parent=teacher interviews _____
- c. anecdotal report cards (describing a student's achievement not ranking it) are directed at students as well as parents _____

(9) LIBRARY RESOURCES
- a. students always have free access to the library _____
- b. the library contains films, film strips, video and audio tapes, slides and records, as well as books _____
- c. it has magazines, newspapers, pamphlets _____
- d. the materials incorporate many points of view on various subjects _____
- e. there are individual study carrels _____
- f. the library can accommodate a large proportion of the student body at one time (about one-fifth) _____
- g. there is one full-time librarian and a clerical assistant for each hundred students _____

(10) SERVICES FOR EXCEPTIONAL CHILDREN
- a. a child with special needs, either gifted or handicapped, can stay in his own area school rather than go to a special school _____
- b. a handicapped child spends part of the day with his peer group but also receives extra help _____
- c. specially trained teachers assist regular teachers with handicapped children _____
- d. there is extramural teaching for students who are ill at home for a prolonged period (i.e. three months) _____

WDH:slg

SOURCES FOR INFORMATION ON INNOVATIVE SCHOOL

PROGRAMS AND MATERIALS

APTP Arithmetic Proficiency Training Program. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

CAI. Index to Computer Assisted Instruction. Edited by Helen A. Lekan, Sterling Institute, Suite 3750, Prudential Tower, Boston, Mass. 02199

CAI in Elementary English and Remedial Reading. Write Harcourt, Brace & World, Division of Instructional Systems and Devices, School Department, 757 Third Avenue, N.Y., N.Y. 10017.

DAVI. Division of Audio Visual Instruction. 1201 16th Street, N.W., Washington, D.C.

EPIE. Educational Products Information Exchange Institute. To subscribe, write 386 Park Avenue South, New York 10016.

ERIC. Educational Resources Information Center. National Laboratory on Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, Illinois 61801. Here you can get Hedges and Kanes, Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools.

LRDC. Learning Research and Development Center. University of Pittsburgh, Pittsburgh, Pa.

PLAN. Program for Learning in Accordance With Needs. Westinghouse Learning Corporation, 100 Park Avenue, N.Y. 10017.

RBS. Research for Better Schools, Inc., Philadelphia, Pa. 10107.

Rx for Learning. William M. Matthews Co., 130 7th Street., Pittsburgh, Pa. 15222. Excellent for IPI program description, in color, rents for about $45.

SRIS. School Research Information Service. Dr. William J. Gephart, Director of Research Services. Phi Delta Kappa, Eighth and Union Streets, Bloomington, Indiana 47401.

Buros, Oscar K. The Sixth Mental Measurements Yearbook. 1965, The Gryphon Press, 229 Nibtginert Street, Highland Park, New Jersey 08904.

Cassette. Spoken Arts Cassette Mini-Libraries. Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216.

IPI. The Clayton Public School District. 7530 Maryland Avenue, Clayton, Missouri 63105. Mr. George Fairgrieve, Principal, McMorrow Elementary School.

"Cross-Aid Helping Package," Write to Peggy Lippitt, the Institute for Social Research, 426 Thompson St., Ann Arbor, Michigan 48106.

Cyclo Teacher, a teaching machine, write Field Educational Publications, Inc. 609 Mission Street, San Francisco, Calif. 94105.

Didactor: The Didactics Corporation, 700 Grace Street, Mansfield, Ohio 44905.

Drill Tapes: Audio reinforcement in modern math. From Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Educational Research. An independent bi-weekly news service devoted to basic and applied research in education. Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Ave., N.W., Washington, D.C. 20037.

Educational Technology. 140 Sylvan Avenue, Englewood Cliffs, N. J. 07632.

Glines, Don E. "Implementing Different and Better Schools," a practical guide for accomplishing the dramatic revisions needed in the schools of America, including specific suggestions for change and innovation. Campus Publishers, Box 1005, Mankato, Minnesota.

Individualized Instruction Incorporated. Sells a very fine recorder for preparing individualized instruction tapes on any subject. ($375) from Lee Burney, 8900 Shawnee Lane, St. Louis, Mo. 63114, an affiliate of the Economy Company, also individualized reading materials for slow learners.

Individualized Mathematics Kits. The L.W. Singer, Co., Inc., 201 East 50th Street, New York, N. Y. 10022.

Individualized Modern Math Program for Slow Learners, Grades 1-3, by Robins and Kelly. The program is called Countdown, also from the Economy Company. Other addresses included are Oklahoma City, P.O. Box 25308, Zip 73125; Atlanta, Georgia, P.O. Box 13998, Zip 30324.

The Macmillan Elementary Film Loops. The Macmillan Co., 866 3rd Ave., N.Y., N.Y. 10022.

Micro Teaching. Kettering Foundation. Suite 300, 5335 Far Hills Ave., Dayton, Ohio 45429.

Nongraded Schools-Where to Find Them--A Directory. 1968, 7pp., $.50, by William P. McLaughlin. Write Phi Delta Kappa, 8th and Union Streets, Bloomington, Indiana, 47401.

Programmed Instruction. Journal of National Society of Programmed Instruction, Trinity University, 715 Stadium Drive, San Antonio, Texas, 78212.

Programmed Learning and Educational Technology. Journal of the Association for Programmed Learning and Educational Technology. Street and Maxwell, Spon. LTD., North Way, Andover Hants, Andover 62141. Great Britain.

Programmed Math. A Sullivan Associates Program, also available from McGraw Hill.

Programmed Reading. Sullivan and Buchanan. Webster Division of McGraw Hill Book Company, Manchester Road, Manchester, No. 63011.

University City Public School District. 640 Harvard Avenue, University City, Missouri 63130. Mrs. Glenys Unruh, Assistant to the Superintendent in Charge of Instruction.

"Schools for Early Childhood." (Free) Educational Facilities Laboratories, 477 Madison Avenue, New York, N.Y. 10022.

New Schools Exchange (2849 Hidden Valley Lane, Santa Barbara, Calif. 93103)

A Bibliography for the Free School Movement-- a wide-ranging list of books on children and education published by the Summerhill Society-- (339 Lafayette Street, New York, N.Y. 10012. 50 cents.)

Bibliography of Programmed Instruction Materials. Write National Society for Programmed Instruction, Trinity University, 715 Stadium Drive, San Antonio, Texas 78212. ($1.50)

"Individualized Instruction." 46 case studies. Order from ERIC Clearinghouse on Educational Media and Technology.

Institute for Communications Research, Stanford University, Stanford, California 94305. Or contact PREP disemmination official in your own state department of education. PREP stands for Putting Research Into Educational Practice. Ask him for Kit # 16.

WH:clo
8/10/71

PROJECT FOR ELEMENTARY PRINCIPALS

POST OFFICE BOX 3124 ■ 402 HILLCREST OFFICES ■ TELEPHONE (803) 585-8756 ■ SPARTANBURG, SOUTH CAROLINA 29302

March 7, 1972

TO: Project Participants

FROM: John Tillotson

SUBJECT: Announcement of Next Meeting

Please take note of the Friday date for our next meeting - March 17, 1972 at Spartanburg TEC - when Dr. John Greene will be with us to discuss ways of working with the classroom teacher in the instructional leadership role.

Since many of you find it so difficult to get away from school for a full day, we have asked Dr. Greene to plan his activities to begin at 9:30 and end at 12:30 instead of 1:00. We hope all of you who attend will be able to stay until 12:30 for this meeting. Ron and I will be present before 9:00 for registration, coffee, etc. We want to give Dr. Greene the floor by 9:30 so we can benefit as fully as possible from his background and experience.

TIME: 9:00 A.M. - 12:30 P.M.

DATE: March 17, 1972

PLACE: Spartanburg TEC
Auditorium

We would like to issue a special invitation to superintendents and contact persons to be with us for this meeting. Participants in the project have expressed a lot of interest in their role as instructional leaders. We feel that this area is the most vital one in the topics offered this year.

PROJECT FOR ELEMENTARY PRINCIPALS

POST OFFICE BOX 3124 ■ 402 HILLCREST OFFICES ■ TELEPHONE (803) 585-8756 ■ SPARTANBURG, SOUTH CAROLINA 29302

March 21, 1972

TO: Project Participants

FROM: Ron West and John Tillotson

SUBJECT: Reminder of Next Meeting

DATE: April 6, 1972

TIME: 9:00 A.M. -- 1:00 P.M.

PLACE: Greenville TEC
Health Careers Center Auditorium

TOPIC: "The Organizational Climate Discription Questionaire", (O.C.D.Q.)

CONSULTANT: Mr. Andrew E. Hayes
Educational Research Laboratory
University of Georgia

Mr. Hayes will discuss the results and findings of the O.C.D.Q. which many of you and your teachers participated in completing.

We are enclosing one of the check lists used by Dr. John Greene at the last meeting. This is a check list to be used in evaluating pupil response toward self direction and responsibility. The other check list described by Dr. Greene will be given to you at a later date.

BEHAVIOR CHECKLIST

Opportunity	Observed	Self-Direction and Responsibility
( )	( )	1. Sets and accomplishes goals for self (without teacher solicitation).
( )	( )	2. Assumes responsibilities at school (big friend, student coach, student council, committee chairman, clean-up committee, etc.).
( )	( )	3. Corrects his/her own work reliably.
( )	( )	4. Spends extra time on tasks with which he has difficulty.
( )	( )	5. Selects and uses resources with good judgment (without teacher direction).
( )	( )	6. Organizes and starts planning and doing on his own initiative.
( )	( )	7. Helps others.
( )	( )	8. Establishes feeling of belonging.
( )	( )	9. Establishes feeling of adequacy.
( )	( )	10. Needs to be reminded of rules and regulations.

Developed by Dr. John Greene

APPENDIX E

Project for Elementary Principals

Superintendent's Reaction Sheet

1. In your opinion, have the personnel and consultants used in the Project for Elementary Principals been effective in working with your district's participants? (Please include comments about the project staff's work in your schools as well as comments about scheduled project meetings.)

2. Do you feel the procedures and/or activities included in the project were appropriate and/or effective?

3. Please comment on changes you have noticed in administrative behavior by participants from your district which may have resulted from project activities.

4. Describe any changes in programs in the schools which you feel may have resulted wholly or in part from participation of your district personnel in the project.

5. Has the project in any way influenced other federal aid state programs in your district or influenced public support for educational innovation and change? If so, please describe.

6. Please add any additional comments expressing your feelings regarding needed changes in this type of project if it were repeated here or elsewhere.

Name

District

APPENDIX F

ANSWER SHEET

SECTION I (IOS)

1. a. ☐ b. ☐	14. a. ☐ b. ☐	27. a. ☐ b. ☐	40. a. ☐ b. ☐
2. a. ☐ b. ☐	15. a. ☐ b. ☐	28. a. ☐ b. ☐	41. a. ☐ b. ☐
3. a. ☐ b. ☐	16. a. ☐ b. ☐	29. a. ☐ b. ☐	42. a. ☐ b. ☐
4. a. ☐ b. ☐	17. a. ☐ b. ☐	30. a. ☐ b. ☐	43. a. ☐ b. ☐
5. a. ☐ b. ☐	18. a. ☐ b. ☐	31. a. ☐ b. ☐	44. a. ☐ b. ☐
6. a. ☐ b. ☐	19. a. ☐ b. ☐	32. a. ☐ b. ☐	45. a. ☐ b. ☐
7. a. ☐ b. ☐	20. a. ☐ b. ☐	33. a. ☐ b. ☐	46. a. ☐ b. ☐
8. a. ☐ b. ☐	21. a. ☐ b. ☐	34. a. ☐ b. ☐	47. a. ☐ b. ☐
9. a. ☐ b. ☐	22. a. ☐ b. ☐	35. a. ☐ b. ☐	48. a. ☐ b. ☐
10. a. ☐ b. ☐	23. a. ☐ b. ☐	36. a. ☐ b. ☐	49. a. ☐ b. ☐
11. a. ☐ b. ☐	24. a. ☐ b. ☐	37. a. ☐ b. ☐	50. a. ☐ b. ☐
12. a. ☐ b. ☐	25. a. ☐ b. ☐	38. a. ☐ b. ☐	51. a. ☐ b. ☐
13. a. ☐ b. ☐	26. a. ☐ b. ☐	39. a. ☐ b. ☐	52. a. ☐ b. ☐

A/M_____

NAME_____

AGE_____ SEX_____

Turn to opposite side for
Section II

ANSWER SHEET

SECTION II (IOS)

SA - Strongly Agree, a - Agree, U - Undecided, d - Disagree, SD - Strongly Disagree

1. SA a U d SD	26. SA a U d SD	51. SA a U d SD	76. SA a U d SD	
2. SA a U d SD	27. SA a U d SD	52. SA a U d SD	77. SA a U d SD	
3. SA a U d SD	28. SA a U d SD	53. SA a U d SD	78. SA a U d SD	
4. SA a U d SD	29. SA a U d SD	54. SA a U d SD	79. SA a U d SD	COE_____
5. SA a U d SD	30. SA a U d SD	55. SA a U d SD	80. SA a U d SD	
6. SA a U d SD	31. SA a U d SD	56. SA a U d SD	81. SA a U d SD	E_____
7. SA a U d SD	32. SA a U d SD	57. SA a U d SD	82. SA a U d SD	M_____
8. SA a U d SD	33. SA a U d SD	58. SA a U d SD	83. SA a U d SD	
9. SA a U d SD	34. SA a U d SD	59. SA a U d SD	84. SA a U d SD	COA_____
10. SA a U d SD	35. SA a U d SD	60. SA a U d SD	85. SA a U d SD	P_____
11. SA a U d SD	36. SA a U d SD	61. SA a U d SD	86. SA a U d SD	
12. SA a U d SD	37. SA a U d SD	62. SA a U d SD	87. SA a U d SD	
13. SA a U d SD	38. SA a U d SD	63. SA a U d SD	88. SA a U d SD	
14. SA a U d SD	39. SA a U d SD	64. SA a U d SD	89. SA a U d SD	
15. SA a U d SD	40. SA a U d SD	65. SA a U d SD	90. SA a U d SD	
16. SA a U d SD	41. SA a U d SD	66. SA a U d SD	91. SA a U d SD	
17. SA a U d SD	42. SA a U d SD	67. SA a U d SD	92. SA a U d SD	
18. SA a U d SD	43. SA a U d SD	68. SA a U d SD	93. SA a U d SD	
19. SA a U d SD	44. SA a U d SD	69. SA a U d SD	94. SA a U d SD	
20. SA a U d SD	45. SA a U d SD	70. SA a U d SD	95. SA a U d SD	
21. SA a U d SD	46. SA a U d SD	71. SA a U d SD	96. SA a U d SD	
22. SA a U d SD	47. SA a U d SD	72. SA a U d SD	97. SA a U d SD	
23. SA a U d SD	48. SA a U d SD	73. SA a U d SD	98. SA a U d SD	
24. SA a U d SD	49. SA a U d SD	74. SA a U d SD	99. SA a U d SD	
25. SA a U d SD	50. SA a U d SD	75. SA a U d SD	100. SA a U d SD	

The

INTERPERSONAL ORIENTATION SCALE

Copyright by:
JOHN DOUGLAS ALCORN, Ph.D.
EVERETT DUANE ERB, Ed.D.
1965

TEST BOOKLET

General Directions:

This instrument contains two sections: Section I - in which a number of situations are posed asking you to select response actions which you feel to be most appropriate; and Section II - in which you are asked to register your agreement or disagreement with an assortment of statements.

Be sure to keep in mind that there are no "right" or "wrong" answers. You should select each response category on the basis of how you honestly and realistically feel regarding the respective item.

In order to complete this instrument, you should have (a) this booklet and (b) a separate answer sheet. A pencil is generally recommended for marking your answers. If you desire to change an answer, simply erase or mark through the original selection and mark your new choice. Be sure to read the specific instructions presented at the beginning of each section since they contain different types of items. Although this instrument normally requires only 30-50 minutes to complete, there is no time limit.

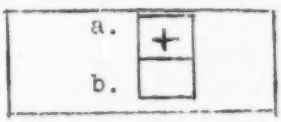
TURN TO THE NEXT PAGE AND BEGIN

PART I:

Instructions:

Listed below are a number of interpersonal situations with accompanying response actions listed in pairs. (In most cases, there are two pairs of responses for each situation.) From each pair of responses you are to select one response which is MOST like what you would actually do if you found yourself in a similar situation. (Not what you think you should do.) Even though you might not actually choose to do either, select the one response from each pair which is most like what you would do if you had to make a choice.

Make no marks on this booklet. Indicate your choices on the separate answer sheet by marking a "+" in the box next to the letter (a or b) corresponding to the response selected as your choice. For example if you select item a as your choice, mark it in this manner:



SITUATION # 1:

Your mother is very old and has been recently widowed. She wants to visit a sister who lives quite a distance away. The trip would be unadvisable in your opinion since it would require lengthy travel. As an interested son or daughter, would you

1.
a. respect her decision in the matter.
b. try to talk her out of making the trip.

SITUATION # 2:

There is a man in your community who has a great deal of ability, but demonstrates little ambition toward making an adequate living for his family. If you were his wife, would you

2.
a. simply stand behind him and provide moral support.
b. make sure he is aware of his family's plight due to his lack of ambition.

3.
a. try to show understanding for his feelings.
b. point out his responsibilities toward himself and his family.

SITUATION # 3:

A wife wants to invite her mother to visit for the summer. The house is small and her husband doesn't feel that it would be good to have an extra person for such a lengthy visit. If you were her husband, would you

4.
a. try to impress her with the inadequacy of the house.
b. allow her to make the decision and cope with the space problem in the best way possible.

5.
a. accept her plans without grumbling.
b. try to discourage the proposed visit.

Turn to the other side of this page and continue

SITUATION # 4:

As principal of an elementary school, you ask one of your more competent teachers to try out a new program which you believe would greatly increase learning efficiency. The teacher tells you that she prefers not to participate in the new program for personal reasons. As her principal would you be more likely to

6.

a. point out that she has certain responsibilities to try new ideas.
b. excuse her from the assignment.

7.

a. discuss the matter with her attempting to understand her reasons for not wanting the assignment.
b. try to convince her that she should accept the challenge of the new program.

SITUATION # 5:

A couple whom you know personally are in the process of making out a will. The husband wants to leave some property to a favorite younger brother of his. His wife doesn't feel that this would be fair to herself and their two children. If you were his wife, would you

8.

a. demand to know if his brother is of more concern to him than his own family.
b. allow him to dispense with his estate in the manner that he desires.

9.

a. try "friendly persuasion."
b. avoid making an issue of the brother's place in the will.

SITUATION # 6:

Your daughter wants to join a sorority during her freshman year at college. You have strong fears regarding her ability to carry on the resulting social activities and still do well in school. As one of her parents, would you be more inclined to

10.

a. have a long private talk with her and explain why she shouldn't join a sorority at this time.
b. in spite of your fears - tell her that she should do what she thinks best.

11.

a. try to get her to accept some alternate goal.
b. allow her to join and see how things work out.

SITUATION # 7:

A man you know works at a job which he likes very much. His wife is greatly concerned because the people he works with have acquired bad reputations. If you were his wife, would you

12.

a. have faith in the character of your husband and be content that he has a job which he enjoys.
b. try to convince him that he should get a different job.

13.

a. discuss the matter frankly with him - insisting that he put your reputations first
b. believe in him enough to rely on his judgment in the matter.

SITUATION #8:
A neighbor is quite concerned because his 16 year old son recently got his second speeding ticket. If you were the neighbor and the boy were your son, would you

14.
a. try to show the boy that you still have faith in him.
b. make him walk for a while to appreciate his driving privileges.

15.
a. let him know that he has the emotional support of his parents in facing problems such as this.
b. give him a sound lecture on the responsibilities of driving a car.

SITUATION # 9:
A boy of twelve wants a .22 cal. rifle. His mother does not want him to have one because she is afraid of an accident. If you were the mother, would you

16.
a. have someone to teach him the rules of safety and allow him to purchase the rifle.
b. point out that he is too young to have a rifle.

17.
a. explain how dangerous a rifle can be.
b. arrange for competent instruction and allow him to purchase a rifle.

SITUATION # 10:
A husband wants to accept a position in a civic organization which will require him to be out late as much as two nights per week. His wife feels that it will be unfair for him to be away from home that much and doesn't want him to accept the position. If you were his wife, would you

18.
a. let him accept the position and try to plan your activities when he is at home so that his home life will be enjoyable.
b. try to discourage him from taking the office.

19.
a. not interfere with his plan to accept the position.
b. point out that involvement in the civic organization will be harmful to your marriage.

SITUATION # 11:
A talented young man whom you have promised to help through college tells you that he has decided to drop out of college and attend a trade school. You feel that this decision would not be in his best interests in terms of long range goals. Would you

20.
a. give him a choice of going to college with assistance or to the trade school on his own.
b. let him make his own decision and continue to back him as before.

21.
a. encourage him to continue for another semester in the hope that he will regain his interest in attending college.
b. try to accept his decision in the matter.

SITUATION # 12:

As president of a local service club, you have the responsibility for appointing various work committees. It has come to your attention that the chairman of one committee a man who has told you that he wants to serve in the same position for another year - did a very poor job during the previous year. As president of the club, would you

22.

a. help him to improve if he is sincere in his desire to serve another term.
b. find some other job and tell him that he is more badly needed there.

23.

a. explain that one year is long enough for one person to serve in a position.
b. allow him to retain the position for another year - hoping that he will improve.

SITUATION # 13:

A neighbor's son wants to go to the next state to attend college in order to be with former high school chums. His parents want him to commute to a nearby college in order to cut down on expenses which will strain their budget at best. If you were his father and he were your son, would you

24.

a. try to make him attend the nearby college since he must wake up to reality sooner or later.
b. assist him in working out a solution which will allow him to attend the college of his choice.

25.

a. tell him that if all college means to him is being with friends, he is not ready to attend anyway.
b. assist him in obtaining part-time work in order to go to the out-of-state college

SITUATION # 14:

One of the brighter students in an accelerated class asks his principal to let him attend regular class because he doesn't want to devote the extra time necessary for the accelerated course. As his principal would you

26.

a. let him do as he pleases in the matter.
b. reprimand him for being lazy.

27.

a. not allow him to leave the accelerated class unless he has a much better reason.
b. place him in the regular class with the understanding that he can return to the accelerated class if he so desires.

SITUATION # 15:

A boy and girl of five and six years of age, who play together regularly, have been caught in sex play. As one of their parents, would you

28.

a. discuss the matter with them in a frank manner answering any questions which might evolve.
b. discourage them from playing together on a regular basis.

29.

a. try to make them understand the seriousness of such behavior.
b. discuss their curiosity with them openly and frankly in private.

SITUATION # 16:

A boy you know who seems to be a talented athlete is enthusiastic about playing football. The mother is anxious because participation in football will possibly interfere with his completion of an extra course he will need to graduate with his classmates. If you were his mother, would you

30.

a. be sure he graduates - without football if necessary.
b. allow him to play football and arrange to relieve him of home duties in order to provide more time for studying.

31.

a. let him play football if he thinks it is more important than graduating.
b. make him understand that his education must come first.

SITUATION # 17:

A family of five plans to purchase a new automobile. The husband has had his heart set on a sports car for some time. The wife is opposed to buying a sports car because she doesn't think that it would prove to be a practical choice. If you were the wife, would you be more likely to

32.

a. allow him the privilege of selecting the family car.
b. insist on buying a sedan in view of the family's overall needs.

33.

a. let him make the decision based on what he feels will be best.
b. ask some of his close friends to influence him away from the sports car.

SITUATION # 18:

A friend's wife wants to hire a housekeeper and get a job outside of the home because housework and caring for small children completely frustrate her. He is opposed because he feels that both their home life and the children would suffer. If you were her husband, would you

34.

a. point out that her primary responsibility is in the home and not making a living.
b. allow her to experience some self-realization and take an outside job.

35.

a. let her try a job for a while.
b. try to convince her that she is needed at home.

SITUATION # 19:

As an employer you offer an employee a new position with increased pay and responsibilities. Your employee refuses to accept the advancement because he doesn't want to deal with the pressures he knows will be associated with the new position. As his employer, would you be more inclined to

36.

a. be pleased that he realizes he isn't capable of handling the new job.
b. try to convince him that he should take the new position.

37.

a. try to explain how much he is needed in the new position.
b. allow him to remain in his old position.

SITUATION # 20:

You have a female employee who is young, attractive and married. A male employee, also married, is obviously infatuated with her as she is with him. You fear the consequences of this association for the business as well as for them. As their employer, would you

38.

a. try to make the man aware of his responsibilities to his job and his family.
b. do nothing since this is a private affair.

39.

a. leave them alone since it is their own personal business.
b. inform them that if they want to keep their jobs, they had better stay away from each other while at work.

SITUATION # 21:

A younger brother tells you that he plans to quit his present job to accept another. From what you know about the two jobs, you believe the proposed change to definitely be a bad move for your brother. Would you

40.

a. tell him that you think the move would be a mistake.
b. allow him to make his own decision in the matter without interference.

SITUATION # 22:

A husband likes to go to bed early and get up early; his wife stays up late at night reading books and wants to sleep late in the morning. He is concerned because the problem is becoming a source of friction. If you were the husband, would you

41.

a. insist that she alter her schedule to more nearly fit yours.
b. alter your own schedule as a means of encouraging her to do the same.

42.

a. make her get up early enough to cook breakfast and get you off to work.
b. try to see things from her point of view.

SITUATION # 23:

Your teenage daughter wants to accept a date with a boy of doubtful character and social standing. You fear the consequences of such an association greatly. As her father or mother, would you

43.

a. make a decision about the matter for her if necessary.
b. allow her to make her own decision in the matter and trust that she will mature by the experience.

44.

a. discourage her in a subtle manner by inviting the boy into your home so that she can see that he doesn't fit in.
b. allow her to accept the date under the usual conditions.

SITUATION # 24:

You are the sponsor of a high school play. Your leading man comes to you after several weeks of practice and asks to withdraw in order to devote more time to a personal project. As sponsor of the play, would you

45.
a. discuss the matter openly -- trying to see things from the boy's point of view.
b. remind him of his obligation to the other members of the cast.

46.
a. have other members of the cast talk to him.
b. allow him to drop out of the play if he is serious about his request.

SITUATION # 25:

A teenager wants to baby-sit for extra money at night and after school. Her parents feel that with her chores at home and lessons to do she would not have time for this additional activity. If she were your daughter, would you

47.
a. exercise your authority over her to prevent this for her own good.
b. let her make her own decision in the matter.

48.
a. tell her that you think she would be unwise to accept baby-sitting jobs at this time.
b. relieve her of some of her home duties in order to allow her to baby-sit.

SITUATION # 26:

Parents who are devout protestants have just learned that their daughter plans to marry a Catholic boy. They are deeply concerned and very much opposed to this union. If she were your daughter, would you

49.
a. ask some of her closest friends to talk to her about the proposed marriage.
b. try to show faith in her ability to make important decisions such as this.

50.
a. show her statistical data related to marriages of this type.
b. allow her and the young man freedom to evaluate the situation from their own points of view.

SITUATION # 27:

A man in his middle sixties plans to marry a younger woman in her thirties. His children are convinced that she is a "fortune hunter." If you were one of his children, would you

51.
a. try to use your influence to stop his approaching marriage.
b. give him the emotional support he needs - allowing him to make his own decision in the matter.

52.
a. allow him to make his own decision in the matter.
b. without his knowledge - try to discourage the woman.

TURN YOUR ANSWER SHEET OVER AND GO ON TO PART II

PART II:

Instructions:

Listed below are 100 statements. Please indicate your agreement or disagreement with each statement by drawing a circle around the response category provided on the separate answer sheet which is most consistent with your own feeling toward the statement. As in Part I, there are no right or wrong answers. The response categories are as follows:

SA - Strongly Agree, a - Agree, U - Undecided, d - Disagree, SD - Strongly Disagree

THUS if you wish to register a response of "Agree" to a given statement, you do so in the following manner:

SA (a) U d SD

---

1. The statement, "An eye for an eye and a tooth for a tooth," would provide a fair and just guide for dealing with criminals.
2. I really dislike seeing people not act their age.
3. Many times you have to fool people in order to get them to react in the right way.
4. Hard work should always receive extra pay and compensation.
5. If you are in doubt about something, you should always wait until you can be sure before going ahead.
6. To get along with people, I often indicate satisfaction with something when in reality I feel just the opposite.
7. "Why don't you sleep on it?" is the best advice for making a difficult decision.
8. Giving candy to children is one of the best ways to help them overcome the fright of the doctor's office.
9. Many people can be classed as either good or bad.
10. Low moral standards are quite prevalent these days.
11. The death penalty should be retained as a threat to potential murderers.
12. I believe that most people would be willing to lie to get ahead.
13. Other people's approval is a highly justifiable social goal.
14. We need much stiffer fines for speeders who threaten the lives of everyone else on the highways.
15. Things done quickly are usually half-done.
16. Often it is necessary to "out-smart" other people to get ahead.
17. One should always be sure of where he is going before making a move.
18. I might be considered something of a "con man" myself at times.
19. I often feel that I should wait for a time before checking into something.

20. Individuals who are never absent from their jobs should be eligible for extra benefits at the end of each year.

21. A youngster who misbehaves should be admonished to "act like a young man or young lady."

22. Acknowledgment for accomplishments is the only real way to motivate people to do their best.

23. One should always be sure before going ahead with a decision.

24. There is practical validity in the statement, "Spare the rod and spoil the child."

25. When in trouble it is better to keep your mouth closed.

26. "Snap" decisions are usually poor decisions.

27. Much of the time, what people don't know won't hurt them.

28. It is all right to fool people if it is for their own good.

29. Opportunities should be guaranteed to every person who applies himself.

30. Many times the best thing you can do is to delay making a decision.

31. Wars are inevitable since aggressive nations must be punished in order to protect world peace.

32. It is sometimes difficult to blame someone for "taking individuals to the cleaners" if they are gullible enough to believe anything.

33. Capital punishment is necessary for the protection of society.

34. Giving away door prizes is the best way to persuade people to attend meetings.

35. I do not mind at all telling a person when he is wrong about something.

36. The statement, "As you sow, so shall you reap," should provide a realistic warning for those who would flaunt the rules of society.

37. First impressions are usually correct impressions.

38. I often imply an affection or liking for an individual that does not represent my true feelings.

39. I can usually size a person up after talking to him for a few minutes.

40. Unwed mothers should definitely be made to realize that what they have done is wrong.

41. Force is the only language some people can understand.

42. I have no use for a sissy.

43. By delaying a decision one usually gains insight.

44. Teenagers should not be allowed to break family rules.

45. Shaming is a good control measure for children's behavior.

46. I think that it would be very exciting to go to a strange town, assume a new name, and see what life is really like.

47. No one ever learns anything important unless given some encouragement.

48. The only way to bring out the best in people is to accent the good things they do.

49. College graduates should be assured that they will receive better jobs than non-college people.

50. Much of the time I disguise my real motives from other people.

51. Every child must have a lot of encouragement if he is to do his best.

52. The use of punishment is the only way you can motivate some people to do their best.

53. Time solves most problems.

54. Rapists should be given the stiffest penalty allowed by law.

55. Everybody can be fitted into certain categories.

56. Regular increases in salaries is the best way to motivate employees to do a better job

57. Good grades should go only to those who work hard.

58. A hasty decision is usually a wrong decision.

59. Many times you just naturally have to stretch the truth if you are going to make an impression.

60. Children should often be shamed when they are caught doing something bad.

61. I have strong opinions - for or against - on most subjects.

62. If one will just have the patience to wait, most problems will solve themselves of their own accord.

63. Drivers who are continually involved in auto accidents should have their licenses revoked.

64. Love and affection from an interested person are all that is necessary to change a problem child.

65. It is often better to make no decision at all than a wrong decision.

66. Students who are habitually late to class should forfeit their right to attend class if they arrive after starting time.

67. I usually like to put off doing things which can wait until some time later.

68. The trouble with most people who need help today is that they are too lazy and irresponsible to help themselves.

69. The death penalty is only fair for those who commit premeditated murder.

70. Only those employees who work hardest should be provided with promotional opportunities

71. Students who play hookie should not be allowed to participate in athletics.

72. It is only proper for advertisers to exaggerate what their products will do.

73. If a pending decision troubles you, the best thing to do is to try to think about something else for a while.

74. One's ability to get along in life is dependent upon an ability to play different roles even when they don't fit.

75. A completely honest person is often not too successful.

76. When someone becomes argumentative over politics, you can quite easily identify them as either liberal or conservative.

77. Young people with rebellious ideas need firmer treatment.

78. The person who works hard in his younger years should be assured of having things relatively easy in the later years of life.

79. People who cry easily may be showing signs of weakness.

80. Good children should be rewarded and bad ones punished.

81. Individuals who do not plan ahead should be allowed to suffer the consequences when they get into trouble.

82. Haste usually makes waste.

83. Rewards must be presented before any real learning can take place.

84. I often like to keep people "in the dark" about myself.

85. One should never buy the first thing he sees when shopping.

86. Non-drinkers should be given cheaper auto insurance rates.

87. In child training, desired behavior should always be rewarded.

88. The longer you can wait in making a decision, the better are your chances of making the right one.

89. What our youth needs most today is a return to stricter discipline.

90. One should never "cross a bridge" until he gets there.

91. It is quite disgusting to be around teenagers who do not act in a mature manner.

92. There is a lot of truth in the statment, "Fools rush in."

93. It may be better to be a little dishonest and successful than honest and a failure.

94. You can usually tell what a person is like by the company he keeps.

95. People are getting by with too much these days.

96. You can usually spot an intelligent person by the way he acts.

97. Obedience and respect for authority are the most important virtues children can learn.

98. Most people will believe anything you tell them.

99. You have to be pretty sly to get what you want in this world.

100. Children should always be rewarded for making good grades in school.

END

APPENDIX G

INTERPERSONAL ORIENTATION SCALE:

A PROFILE OF SCORES

The Interpersonal Orientation Scale (IOS), constructed by John D. Alcorn and Everett D. Erb consists of two sections:

(1) a section designed to measure an individual's general orientation to interpersonal relationships on a manipulative-altruistic axis and
(2) a section designed to measure an individual's level of preference for each of the five postulated manipulative techniques. (John D. Alcorn, "Construct Validation of the Interpersonal Orientation Scale," The Southern Journal of Educational Research, Vol._____, p. 107.)

Simply stated, a score of 26 on the General Orientation scale is neutral; a score less than 26 is in the "manipulative" area of the scale, and a score over 26 is in the "altruistic" range.

In the second section of the IOS, five scores should be plotted to arrive at a profile indicating preference for different manipulative techniques. Alcorn has described the five categories:

Coercing - the manipulation of present or future punishment to elicit desired behavior from the other or others.

Coaxing - the manipulation of present or future rewards to elicit desired behavior from the other or others.

Evaluating - a specialized type of coercing or coaxing whereby behavior is categorized in a value context.

Masking - withholding of correct information or the substitution of incorrect information or both as a means of eliciting desired behavior from the other or others.

Postponing - putting things off with the expectation that new insight will occur during the interval of delay.

General Orientation	Coercing	Evaluating	Masking	Coaxing	Postponing

described the five categories:

Coercing - the manipulation of present or future punishment to elicit desired behavior from the other or others.

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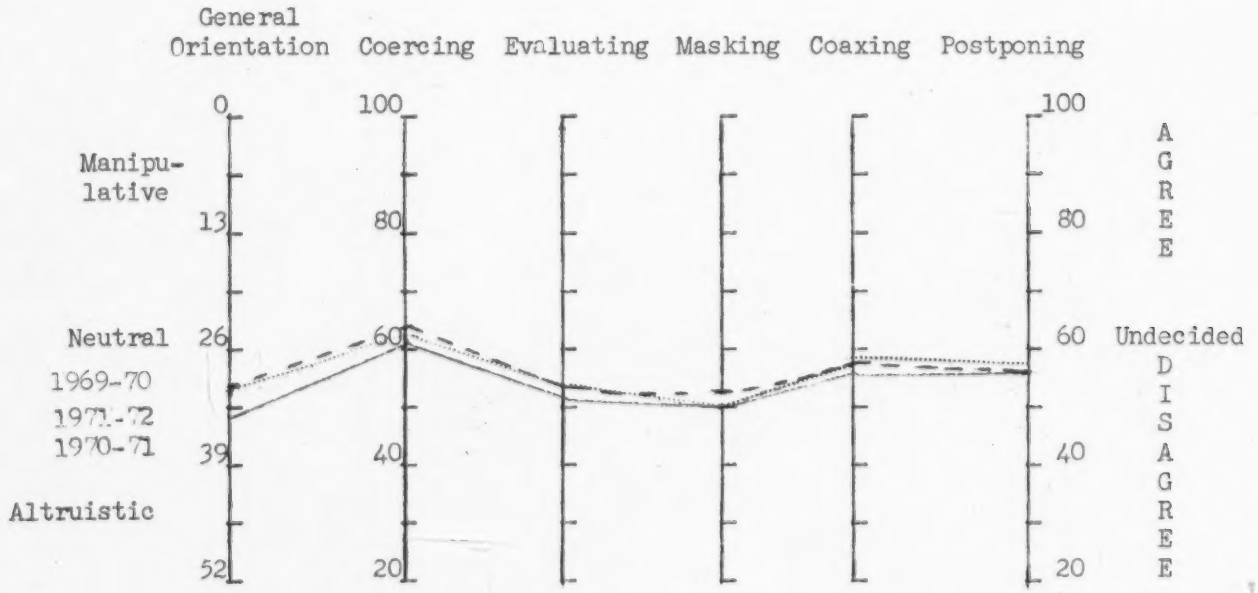
Evaluating - a specialized type of coercing or coaxing whereby behavior is categorized in a value context.

Masking - withholding of correct information or the substitution of incorrect information or both as a means of eliciting desired behavior from the other or others.

Postponing - putting things off with the expectation that new insight will occur during the interval of delay.



	General Orientation	Coercing	Evaluating	Masking	Coaxing	Postponing
1969-70 Mean	30	64	54	52	58	56
1970-71 Mean	33	61	53	50	57	56
1971-72 Mean (End of Project)	31	62	54	50	58	57

APPENDIX H

THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

Directions: You are all familiar with "personality" tests, and how a profile can be constructed to describe an individual's personality. In similiar fashion we are attempting to measure the "personality" of your school. It is important that your answers be "independent"; so, please do not discuss your answers with the other teachers.

Anonymity will be scrupulously protected so please feel free to be frank in describing the school. Here are a few points to remember:

1. The scale used to describe each item is printed at the top of each page.
2. Please mark every item. If you are not sure, guess; your first impulse is likely to be the most accurate.
3. If you need to change your answer to an item, please erase the old response completely, and then mark in the new answer.
4. There is no time limit.
5. It will take you about 15 to 20 minutes to complete the questionnaire.

Sample Question:

Key:
1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

1. Teachers call each other by their first names. 1 2 (3) 4

In this example the respondent marked alternative 3 by circling it to show that the interpersonal relationship described by this item "often occurs" at his school. Of course, any of the other alternatives could be selected, depending upon how often the behavior described by the item does, indeed, occur in your school.

The items in this questionnaire describe typical behaviors or conditions that occur within an elementary-school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they must work. After you have marked the items we will construct from this description, a portrait of the existing Organizational Climate of your school.

Please note which categories apply to you by circling the appropriate number to the right of each item. Please be sure that you mark every item.

BIOGRAPHICAL INFORMATION

A. School:_____
(Write in the name of your school)

Please place a check mark to the right of the appropriate category.

B.	Position:	Principal	1._____
		Teacher	2._____
		Other	3._____
C.	Sex:	Man	1._____
		Woman	2._____
D.	Age:	20-29	1._____
		30-39	2._____
		40-49	3._____
		50-59	4._____
		60 or over	5._____
E.	Years of experience in education:	0-9	1._____
		10-19	2._____
		20-29	3._____
		30 or over	4._____
F.	Years at this school:	0-4	1._____
		5-9	2._____
		10-19	3._____
		20 or over	4._____

---

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

1.	Teachers' closest friends are other faculty members at this school.	1 2 3 4
2.	The mannerisms of teachers at this school are annoying.	1 2 3 4
3.	Teachers spend time after school with students who have individual problems.	1 2 3 4
4.	Instructions for the operation of teaching aids are available.	1 2 3 4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

5.	Teachers invite other faculty to visit them at home.	1	2	3	4
6.	There is a minority group of teachers who always oppose the majority.	1	2	3	4
7.	Extra books are available for classroom use.	1	2	3	4
8.	Sufficient time is given to prepare administrative reports.	1	2	3	4
9.	Teachers know the family background of other faculty members.	1	2	3	4
10.	Teachers exert group pressure on non-conforming faculty members.	1	2	3	4
11.	In faculty meetings, there is the feeling of "let's get things done."	1	2	3	4
12.	Administrative paper work is burdensome at this school.	1	2	3	4
13.	Teachers talk about their personal life to other faculty members.	1	2	3	4
14.	Teachers seek special favors from the principal.	1	2	3	4
15.	School supplies are readily available for use in classwork.	1	2	3	4
16.	Student progress reports require too much work.	1	2	3	4
17.	Teachers have fun socializing together during school time.	1	2	3	4
18.	Teachers interrupt other faculty members who are talking in staff meetings.	1	2	3	4
19.	Most of the teachers here accept the faults of their colleagues.	1	2	3	4
20.	Teachers have too many committee requirements.	1	2	3	4
21.	There is considerable laughter when teachers gather informally.	1	2	3	4
22.	Teachers ask nonsensical questions in faculty meetings.	1	2	3	4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

23.	Custodial service is available when needed.	1 2 3 4
24.	Routine duties interfere with the job of teaching.	1 2 3 4
25.	Teachers prepare administrative reports by themselves.	1 2 3 4
26.	Teachers ramble when they talk in faculty meetings.	1 2 3 4
27.	Teachers at this school show much school spirit.	1 2 3 4
28.	The principal goes out of his way to help teachers.	1 2 3 4
29.	The principal helps teachers solve personal problems.	1 2 3 4
30.	Teachers at this school stay by themselves.	1 2 3 4
31.	The teachers accomplish their work with great vim, vigor, and pleasure.	1 2 3 4
32.	The principal sets an example by working hard himself.	1 2 3 4
33.	The principal does personal favors for teachers.	1 2 3 4
34.	Teachers eat lunch by themselves in their own classrooms.	1 2 3 4
35.	The morale of the teachers is high.	1 2 3 4
36.	The principal uses constructive criticism.	1 2 3 4
37.	The principal stays after school to help teachers finish their work.	1 2 3 4
38.	Teachers socialize together in small select groups.	1 2 3 4
39.	The principal makes all class-scheduling decisions.	1 2 3 4
40.	Teachers are contacted by the principal each day.	1 2 3 4
41.	The principal is well prepared when he speaks at school functions.	1 2 3 4
42.	The principal helps staff members settle minor differences.	1 2 3 4
43.	The principal schedules the work for the teachers.	1 2 3 4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

44.	Teachers leave the grounds during the school day.	1 2 3 4
45.	Teachers help select which courses will be taught.	1 2 3 4
46.	The principal corrects teachers' mistakes.	1 2 3 4
47.	The principal talks a great deal.	1 2 3 4
48.	The principal explains his reasons for criticism to teachers.	1 2 3 4
49.	The principal tries to get better salaries for teachers.	1 2 3 4
50.	Extra duty for teachers is posted conspicuously.	1 2 3 4
51.	The rules set by the principal are never questioned.	1 2 3 4
52.	The principal looks out for the personal welfare of teachers.	1 2 3 4
53.	School secretarial service is available for teachers' use.	1 2 3 4
54.	The principal runs the faculty meeting like a business conference.	1 2 3 4
55.	The principal is in the building before teachers arrive.	1 2 3 4
56.	Teachers work together preparing administrative reports.	1 2 3 4
57.	Faculty meetings are organized according to a tight agenda.	1 2 3 4
58.	Faculty meetings are mainly principal-report meetings.	1 2 3 4
59.	The principal tells teachers of new ideas he has run across.	1 2 3 4
60.	Teachers talk about leaving the school system.	1 2 3 4
61.	The principal checks the subject-matter ability of teachers.	1 2 3 4
62.	The principal is easy to understand.	1 2 3 4
63.	Teachers are informed of the results of a supervisor's visit.	1 2 3 4
64.	The principal insures that teachers work to their full capacity.	1 2 3 4

APPENDIX I

ITEMS THAT COMPOSE THE SUBTESTS

I. Disengagement

1. The mannerisms of teachers at this school are annoying.
2. There is a minority group of teachers who always oppose the majority.
3. Teachers exert group pressure on nonconforming faculty members.
4. Teachers seek special favors from the principal.
5. Teachers interrupt other faculty members who are talking in staff meetings.
6. Teachers ask nonsensical questions in faculty meetings.
7. Teachers ramble when they talk in faculty meetings.
8. Teachers at this school stay by themselves.
9. Teachers talk about leaving the school system.
10. Teachers socialize together in small select groups.

II. Hindrance

11. Routine duties interfere with the job of teaching.
12. Teachers have too many committee requirements.
13. Student progress reports require too much work.
14. Administrative paper work is burdensome at this school.
15. Sufficient time is given to prepare administrative reports.
16. Instructions for the operation of teaching aids are available.

III. Esprit

17. The morale of the teachers is high.
18. The teachers accomplish their work with great vim, vigor, and pleasure.
19. Teachers at this school show much school spirit.
20. Custodial service is available when needed.
21. Most of the teachers here accept the faults of their colleagues.
22. School supplies are readily available for use in classwork.
23. There is considerable laughter when teachers gather informally.
24. In faculty meetings, there is the feeling of "let's get things done."
25. Extra books are available for classroom use.
26. Teachers spend time after school with students who have individual problems.

IV. Intimacy

27. Teachers' closest friends are other faculty members at this school.
28. Teachers invite other faculty members to visit them at home.
29. Teachers know the family background of other faculty members.
30. Teachers talk about their personal life to other faculty members.
31. Teachers have fun socializing together during school time.
32. Teachers work together preparing administrative reports.
33. Teachers prepare administrative reports by themselves.

V. Aloofness

34. Faculty meetings are organized according to a tight agenda.
35. Faculty meetings are mainly principal-report meetings.
36. The principal runs the faculty meeting like a business conference.
37. Teachers leave the grounds during the school day.
38. Teachers eat lunch by themselves in their own classrooms.
39. The rules set by the principal are never questioned.
40. Teachers are contacted by the principal each day.
41. School secretarial service is available for teachers' use.
42. Teachers are informed of the results of a supervisor's visit.

VI. Production Emphasis

43. The principal makes all class scheduling decisions.
44. The principal schedules the work for the teachers.
45. The principal checks the subject-matter ability of teachers.
46. The principal corrects teachers' mistakes.
47. The principal insures that teachers work to their full capacity.
48. Extra duty for teachers is posted conspicuously.
49. The principal talks a great deal.

VII. Thrust

50. The principal goes out of his way to help teachers.
51. The principal sets an example by working hard himself.
52. The principal uses constructive criticism.
53. The principal is well prepared when he speaks at school functions.
54. The principal explains his reasons for criticism to teachers.
55. The principal looks out for the personal welfare of teachers.
56. The principal is in the building before teachers arrive.
57. The principal tells teachers of new ideas he has run across.
58. The principal is easy to understand.

VIII. Consideration

59. The principal helps teachers solve personal problems.
60. The principal does personal favors for teachers.
61. The principal stays after school to help teachers finish their work.
62. The principal helps staff members settle minor differences.
63. Teachers help select which courses will be taught.
64. The principal tries to get better salaries for teachers.

THE EIGHT DIMENSIONS OF ORGANIZATIONAL CLIMATE

Teachers' Behavior

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork." The teachers perceive that the principal is hindering rather than facilitating their work.

3. Esprit refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself--at least, "emotionally"--at a distance from his staff.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

DESCRIPTION OF CLIMATES AS MEASURED BY THE OCDQ[1]

The Open Climate describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task achievement nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behavior that occurs among all the members.

The Autonomous Climate is described as one in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high Esprit results primarily from social-needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree.

The Controlled Climate is characterized best as impersonal and highly task-oriented. The group's behavior is directed primarily toward task accomplishment, while relatively little attention is given to behavior oriented to social-needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.

The Familiar Climate is highly personal, but undercontrolled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, Esprit is not extremely high simply because the group members secure little satisfaction from task achievement. Hence, much of the behavior within this climate can be construed as "inauthentic."

The Paternal Climate is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, Esprit among the members is low.

The Closed Climate is characterized by a high degree of apathy on the part of all members of the organization. The organization is not "moving"; Esprit is low because the group members secure neither social-needs satisfaction nor the satisfaction that comes from task achievement. The members' behavior can be construed as "inauthentic"; indeed, the organization seems to be stagnant.

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[1]Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools," Administrator's Notebook, XI (March, 1963), pp. 2-3.

APPENDIX J

CHANGES IN SCHOOLS COMPRISING OCDQ SAMPLE

School No.	Type of Change
03	No significant change
05	No significant change
06	From Grades 1-8, all black students, white principal to Grades 3-7, predominantly white student body, with black principal.
08	From Grades 3-8, all black students to Grades 5-7, predominantly white student body.
09	No significant change
10	No significant change
13	No significant change
15	No significant change
16	No significant change
17	No significant change
22	From Grades 1-5, all black students, to Grade 5, predominantly white.
23	From Grades 1-6, all white students to Grades 1-5, 75% white student body.
28	No significant change
32	From Grades 1-8, all white students, white principal to Grades 1-4, predominantly white student body, black principal.
33	No significant change
35	From Grades 1-6, all black students to Grade 7, predominantly white student body.
39	No significant change
41	From Grades 1-7, all white students to Grades K-5, 75% white students.
42	From experienced female principal to inexperienced male principal, both white.
45	From Grades 1-6, all white students to Grades K-5 75% white student body.

APPENDIX K

TERP Attitude Scale*

Instructions: Given below are 40 statements on educational ideas and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions. To indicate your response, circle the letters which express your beliefs most appropriately according to the following symbols:

VSA - Very Strongly Agree	D - Disagree
SA - Strongly Agree	SD - Strongly Disagree
A - Agree	VSD - Very Strongly Disagree

Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; try to respond and then go on.

1.	Learning is essentially a process of increasing one's store of information about the various fields of knowledge	VSA	SA	A	D	SD	VSD
2.	The curriculum consists of subject matter to be learned and skills to be acquired.	VSA	SA	A	D	SD	VSD
3.	The learning of proper attitudes is often more important than the learning of subject matter.	VSA	SA	A	D	SD	VSD
4.	It is more important that the child learn how to approach and solve problems than it is for him to master the subject matter of the curriculum	VSA	SA	A	D	SD	VSD
5.	The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.	VSA	SA	A	D	SD	VSD
6.	What is needed in the modern classroom is a revival of the authority of the teacher.	VSA	SA	A	D	SD	VSD
7.	Teachers should keep in mind that pupils have to be made to work.	VSA	SA	A	D	SD	VSD
8.	Schools of today are neglecting the three R's.	VSA	SA	A	D	SD	VSD
9.	Standards of work should not be the same for all pupils; they should vary with the pupil.	VSA	SA	A	D	SD	VSD
10.	The goals of education should be dictated by children's interests and needs, as well as by the demands of society.	VSA	SA	A	D	SD	VSD

11.	Each subject and activity should be aimed at developing a particular part of the child's makeup: Physical, intellectual, social, moral, or spiritual.	VSA	SA	A	D	SD	VSD
12.	Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.	VSA	SA	A	D	SD	VSD
13.	Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children.	VSA	SA	A	D	SD	VSD
14.	Learning experiences organized around life experiences rather than around subjects is desirable in our schools.	VSA	SA	A	D	SD	VSD
15.	We should fit the curriculum to the child and not the child to the curriculum.	VSA	SA	A	D	SD	VSD
16.	Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the public school curriculum.	VSA	SA	A	D	SD	VSD
17.	Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit.	VSA	SA	A	D	SD	VSD
18.	The healthy interaction of pupils one with another is just as important in school as in the learning of subject matter.	VSA	SA	A	D	SD	VSD
19.	The organization of instruction and learning must be centered on universal ideals and truths if education is to be more than passing fads and fancies	VSA	SA	A	D	SD	VSD
20.	The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	VSA	SA	A	D	SD	VSD
21.	True discipline springs from interest motivation, and involvement in live problems	VSA	SA	A	D	SD	VSD
22.	Emotional development and social development are as important in the evaluation of pupil progress as academic achievement.	VSA	SA	A	D	SD	VSD
23.	Education and educational institutions must be sources of new social ideas.	VSA	SA	A	D	SD	VSD

24.	Children should be taught that all problems should be subjected to critical and objective scrutiny, including religious, moral, economic, and social problems.	VSA	SA	A	D	SD	VSD
25.	One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children	VSA	SA	A	D	SD	VSD
26.	Teachers should encourage pupils to study and criticize our own and other economic systems and practices.	VSA	SA	A	D	SD	VSD
27.	Children need and should have more supervision and discipline than they usually get.	VSA	SA	A	D	SD	VSD
28.	Schools should teach children dependence on higher moral values.	VSA	SA	A	D	SD	VSD
29.	The public school should take an active part in stimulating social change.	VSA	SA	A	D	SD	VSD
30.	Learning is experimental; the child should be taught to test alternatives before accepting any of them.	VSA	SA	A	D	SD	VSD
31.	A teacher should not be required to use more than one textbook in each subject area.	VSA	SA	A	D	SD	VSD
32.	Ability grouping is undemocratic.	VSA	SA	A	D	SD	VSD
33.	Today's schools are succeeding in providing adequately for individualized instruction	VSA	SA	A	D	SD	VSD
34.	It is virtually impossible for a school district to have a well-articulated instructional program without written curricular plans.	VSA	SA	A	D	SD	VSD
35.	Detailed curricular planning requires more time than can reasonably be expected of teachers after school hours.	VSA	SA	A	D	SD	VSD
36.	Teachers need in-service training sessions.	VSA	SA	A	D	SD	VSD
37.	Curricular guides are too restrictive.	VSA	SA	A	D	SD	VSD
38.	All school districts should budget funds for in-service education programs.	VSA	SA	A	D	SD	VSD

39. Appropriate instructional materials are not available to meet the needs of students who perform three or more grade levels below grade placement.	VSA	SA	A	D	SD	VSD
40. Teachers want to be involved in deciding what is to be taught in the school and how it should be accomplished.	VSA	SA	A	D	SD	VSD

*The TERP Attitude Scale was used by the S.C. Region V Educational Services Center in the evaluation of the Title III Project "Curriculum Concentration Planning By Involvement." The scale is based on the Kerlinger Scale VII developed by Fred N. Kerlinger; the TERP Scale consists of the origianl 30 items of the Kerlinger Scale plus 10 additional items developed by the Region V staff.

APPENDIX L

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ROSS EDUCATIONAL PHILOSOPHICAL INVENTORY

(REPI)

Form A

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DIRECTIONS

This REPI is designed to determine your educational philosophy by measuring your responses to 80 statements. There are no right or wrong answers. Read each statement and respond on the basis of how you agree. Mark your answer in the space provided to the left of each statement.

	SA	A	U	D	SD
If you *strongly agree,* blacken space	(●)	( )	( )	( )	( )
If you *agree,* blacken space	( )	(●)	( )	( )	( )
If you are *undecided* or *uncertain,* blacken space	( )	( )	(●)	( )	( )
If you *disagree,* blacken space	( )	( )	( )	(●)	( )
If you *strongly disagree,* blacken space	( )	( )	( )	( )	(●)

There is no time limit, but work as rapidly as possible. Respond to every item.

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SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

SA A U D SD

( ) ( ) ( ) ( ) ( ) 1. Goodness, beauty, and honesty are not man-made concepts, but are enduring ideas or principles.

( ) ( ) ( ) ( ) ( ) 2. The basis of morality is freedom.

( ) ( ) ( ) ( ) ( ) 3. Learning is a process of social interaction resulting in the creation of new relationships which can be applied to bio-social problems.

( ) ( ) ( ) ( ) ( ) 4. Reality is spiritual or mental in nature.

( ) ( ) ( ) ( ) ( ) 5. Man is primarily a plastic nervous system to be molded, in interactivity with the physical environment along lines set by the scientifically ascertained nature of physical reality.

( ) ( ) ( ) ( ) ( ) 6. Education can unite the child to the spiritual world.

( ) ( ) ( ) ( ) ( ) 7. Knowledge is a means of cultivation of the self.

( ) ( ) ( ) ( ) ( ) 8. Knowledge is successful adaptation to, and modification of, the environment.

( ) ( ) ( ) ( ) ( ) 9. Life is a process of making choices day by day.

( ) ( ) ( ) ( ) ( ) 10. Knowledge is true if it corresponds to physical reality.

( ) ( ) ( ) ( ) ( ) 11. Experiences constitute reality and govern responses to problems.

( ) ( ) ( ) ( ) ( ) 12. Man is essentially a spiritual being, needing assistance in setting himself free from the confines imposed by acceptance of the physical and social world.

( ) ( ) ( ) ( ) ( ) 13. The only values acceptable to the individual are those he has freely chosen.

( ) ( ) ( ) ( ) ( ) 14. Man discovers knowledge from the physical and material world.

( ) ( ) ( ) ( ) ( ) 15. Knowledge is an instrument for the sake of survival, existing as practical utility.

( ) ( ) ( ) ( ) ( ) 16. Education is basically a process of spiritual or "soul" growth.

( ) ( ) ( ) ( ) ( ) 17. Complete objectivity is impossible, man must make decisions on the basis of probabilities.

( ) ( ) ( ) ( ) ( ) 18. Physical objects are ideas in the mind of the perceivers; matter is not real.

( ) ( ) ( ) ( ) ( ) 19. Personal values can only develop in an environment where man is free to see the consequences of his actions.

( ) ( ) ( ) ( ) ( ) 20. Learning is a matter of conditioning.

( ) ( ) ( ) ( ) ( ) 21. Good is whatever promotes a course of action as seen in the effect on further action.

( ) ( ) ( ) ( ) ( ) 22. Knowledge does not have *a priori* existence, it occurs.

( ) ( ) ( ) ( ) ( ) 23. There is a universal moral law.

( ) ( ) ( ) ( ) ( ) 24. Man is a small part of a large universal idea.

( ) ( ) ( ) ( ) ( ) 25. Knowledge is found by considering the practical consequences of ideas.

( ) ( ) ( ) ( ) ( ) 26. Mind in every detail of its behavior is purely physical and can be explained completely by analyzing it into organic (cerebral) and inorganic (environmental) factors in a state of interaction.

( ) ( ) ( ) ( ) ( ) 27. Learning is a process of finding the real self.

( ) ( ) ( ) ( ) ( ) 28. Values are objective, permanent, and unchanging.

( ) ( ) ( ) ( ) ( ) 29. Reality is ever in the making.

GO ON TO NEXT PAGE

SA A U D SD

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

SA A U D SD

( ) ( ) ( ) ( ) ( ) 30. The mind is a spiritual entity and dictates or determines what is reality.

( ) ( ) ( ) ( ) ( ) 31. Knowledge is true if it is coherent, consistent.

( ) ( ) ( ) ( ) ( ) 32. Knowledge does not exist that does not engage the feeling of the knower.

( ) ( ) ( ) ( ) ( ) 33. Human nature cannot be changed.

( ) ( ) ( ) ( ) ( ) 34. Ideals are operational and practical.

( ) ( ) ( ) ( ) ( ) 35. The essence of reality is choice.

( ) ( ) ( ) ( ) ( ) 36. Reality is inexplicable.

( ) ( ) ( ) ( ) ( ) 37. Intelligence is the ability to know.

( ) ( ) ( ) ( ) ( ) 38. Values are absolute and perfect.

( ) ( ) ( ) ( ) ( ) 39. Man is nothing until he acts.

( ) ( ) ( ) ( ) ( ) 40. There are no definite established lines of good or evil, except functionally.

( ) ( ) ( ) ( ) ( ) 41. Intelligence is the ability to formulate and project new solutions to problems.

( ) ( ) ( ) ( ) ( ) 42. Physical or natural laws are real.

( ) ( ) ( ) ( ) ( ) 43. Reality is a projection of the supernatural mind.

( ) ( ) ( ) ( ) ( ) 44. All present events have been caused by preceding events and will in turn bring about subsequent events, in a precise pattern of succession.

( ) ( ) ( ) ( ) ( ) 45. The test of a theory, belief, or doctrine must be its effect upon us, its practical consequences.

( ) ( ) ( ) ( ) ( ) 46. Knowledge is systematized—it is all certain, all objective, and all in accord with the teachings of physical science as to the nature of physical reality.

( ) ( ) ( ) ( ) ( ) 47. An idea is true because it is useful.

( ) ( ) ( ) ( ) ( ) 48. Man is the sum of his actions.

( ) ( ) ( ) ( ) ( ) 49. God is real.

( ) ( ) ( ) ( ) ( ) 50. Reality exists in confronting problems consisting of love, choice, freedom, personal relationships, and death.

( ) ( ) ( ) ( ) ( ) 51. A teacher is an example or model whom the students emulate, imitate.

( ) ( ) ( ) ( ) ( ) 52. Education is a process of stimulating students to search themselves for their self.

( ) ( ) ( ) ( ) ( ) 53. True ideas are those we can assimilate, validate, corroborate and verify.

( ) ( ) ( ) ( ) ( ) 54. Teaching methods can be authoritatively recommended to teachers. There is a mechanical uniformity, alike for all minds.

( ) ( ) ( ) ( ) ( ) 55. The origin of knowledge is in a supernatural source.

( ) ( ) ( ) ( ) ( ) 56. Man is free, consequently he is responsible for all his actions.

( ) ( ) ( ) ( ) ( ) 57. Matter is real and concretely exists in its own right independently of the mind.

SA A U D SD

GO ON TO NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

SA A U D SD

( ) ( ) ( ) ( ) ( ) 58. Man does not form part of any universal system, therefore, he is absolutely free.

( ) ( ) ( ) ( ) ( ) 59. What man cannot experience cannot be real for him.

( ) ( ) ( ) ( ) ( ) 60. Values are determined subjectively, relatively.

( ) ( ) ( ) ( ) ( ) 61. By itself the universe is without meaning or purpose.

( ) ( ) ( ) ( ) ( ) 62. Man has a spiritual destiny to fulfill.

( ) ( ) ( ) ( ) ( ) 63. The external world of physical reality is objective and factual. Man has to accept it and conform.

( ) ( ) ( ) ( ) ( ) 64. Knowledge is operational, therefore, there is always a possibility of improvement.

( ) ( ) ( ) ( ) ( ) 65. Reality transcends the senses.

( ) ( ) ( ) ( ) ( ) 66. Reality originates in the material and physical world.

( ) ( ) ( ) ( ) ( ) 67. The individual is always of higher value than the collective.

( ) ( ) ( ) ( ) ( ) 68. Obtaining knowledge is essentially a process of searching the universe for facts.

( ) ( ) ( ) ( ) ( ) 69. The authentic life is one of self determination, within a specific time and place.

( ) ( ) ( ) ( ) ( ) 70. Knowledge is true and valid regardless of what men think of it.

( ) ( ) ( ) ( ) ( ) 71. The universe is inherently orderly and purposeful in and of itself.

( ) ( ) ( ) ( ) ( ) 72. Man receives knowledge by revelation.

( ) ( ) ( ) ( ) ( ) 73. By himself man is capable of creating new knowledge.

( ) ( ) ( ) ( ) ( ) 74. Complete objectivity is possible.

( ) ( ) ( ) ( ) ( ) 75. Reality occurs when man chooses to confront a situation, make a commitment.

( ) ( ) ( ) ( ) ( ) 76. The mind is biological in origin.

( ) ( ) ( ) ( ) ( ) 77. Man is the measurer of truth.

( ) ( ) ( ) ( ) ( ) 78. Reality is determined by natural laws beyond man's control.

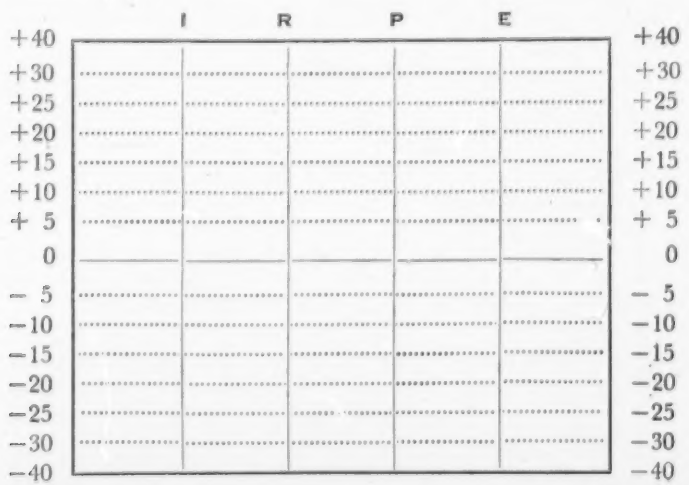
( ) ( ) ( ) ( ) ( ) 79. The aims and laws which regulate human conduct are determined by superior intelligence of an ultimate being.

( ) ( ) ( ) ( ) ( ) 80. The existence of reality lies in man himself.

SA A U D SD

EDUCATIONAL PHILOSOPHICAL PROFILE OF _____
NAME

	Idealist	Realist	Pragmatist	Existentialist
Score	_____	_____	_____	_____



EQUIPMENT INVENTORY
TITLE III, PUBLIC LAW 89-10

PROJECT NO 69-0000-71-040 SCHOOL DISTRICT Spartanburg County No. 7

TITLE OF PROJECT Initiating Instructional Change Through Modified Administrative Behavior By Elementary Principals

QUANTITY	MODEL NUMBER AND DESCRIPTION	PURCHASE PRICE	LOCATION
2	Executive Chairs, Winfield Posture	$ 130.00	402 Hillcrest Offices Spartanburg, S.C.
3	Wastebaskets, Rubbermaid	7.50	"
3	Letter Trays, Legal Size, Double	20.40	"
3	Staplers, Swingline No. 99 w/r	10.05	"
3	Pencilist Finders	7.05	"
3	Desk Calendar Bases	7.50	"
2	G.E Portable Tape Recorders w/AC Adapters, Serial No. 32611654 & Serial No. 32611870	101.70	"
1	Console Tape Recorder, Panasonic, Model No. RE 7060, Serial No. 95670.	188.97	"
2	Executive Desks, All Steel	385.30	"
3	File Cabinets, 4 Drawer, Legal, All Steel	315.00	"
2	Book Case Units, HON No. 48A	95.00	"
1	Storage Cabinet 78" x 24" x 36" (Steelcase Metal)	90.00	"
1	2-tier Legal Letter Tray	5.68	"
1	Secretarial Desk with L-shaped return, Steelcase	266.66	"
1	Secretarial Posture Chair Steelcase	53.33	"

EQUIPMENT INVENTORY
TITLE III, PUBLIC LAW 89-10

PROJECT NO 69-0000-71-040 SCHOOL DISTRICT Spartanburg County No. 7

TITLE OF PROJECT Initiating Instructional Change Through Modified Administrative Behavior By Elementary Principals

QUANTITY	MODEL NUMBER AND DESCRIPTION	PURCHASE PRICE	LOCATION
1	13" IBM Standard Typewriter Serial No. 6325031	$ 375.00	402 Hillcrest Offices Spartanburg, S.C.
1	#310 Double Seating Unit	170.05	"
1	Single Seating Unit	86.05	"
1	#323 - T Magazine Table with walnut plastic top 21½" x 45"	71.15	"
1	#322 - T Table with walnut plastic top, 21½" x 24"	53.65	"
3	Office Chairs (2 brown, 1 brown w/arms)	75.00	"
1	6' folding table w/plastic top	40.00	"
1 set	Book Shelving, green	75.00	"
15	Princeton Files, Olive Green	15.90	"
1	Concord 220 T Tape Recorder Serial No. 43029	149.50	"
1	Buhl 80 Overhead Projector	174.00	"
2	Dictating Units, Gray ETC w/stand Serial No. 2017365 and Serial No. 2017299	733.90	"
2	4 Drawer Files, Legal size w/lock Steelcase	236.00	"
1	Olivetti Calculator, Printing Serial No. 362529	475.00	"

EQUIPMENT INVENTORY
TITLE III, PUBLIC LAW 89-10

PROJECT NO 69-0000-71-040 SCHOOL DISTRICT Spartanburg County No. 7

TITLE OF PROJECT Initiating Instructional Change Through Modified Administrative Behavior By Elementary Principals

QUANTITY	MODEL NUMBER AND DESCRIPTION	PURCHASE PRICE	LOCATION
1 set	Book Shelving, gray	$ 47.00	402 Hillcrest Offices Spartanburg, S C.
1	Smith System Folding Lectern	14.50	"
2	Swingline Staplers (1 Heavy Duty, 1 Long Reach)	28.50	"
1	GBC Combo Puncher-Binder, Serial No. 1505882	295.00	"
5	Princeton Files, Olive Green	5.30	"
1	Transparency Maker-Copier, 3-M Brand No. 45, Serial No. 451457	399.00	"
1	No. 40 Light Oak Table	27.95	"
1	Letter Size File w/Lock, All Steel	93.00	"
1	Victor Adding Machine, Full Key Board, Model 16-82-54, Serial No. 16-82-54	134.00	"
5	Samsonite Folding Metal Chairs	18.95	"
1	Legal File Cabinet with Lock, 4 drawer, Steelcase	110.33	"
1	Rex-Rotary Mimeograph with stand, Serial No. 113019292	600.00	"
1	Secretarial Desk with L-shaped return, Steelcase	266.66	"
1	Secretarial Posture Chair Steelcase	53.33	"

EQUIPMENT INVENTORY
TITLE III PUBLIC LAW 89-10

PROJECT NO 69-0000-71-040 SCHOOL DISTRICT Spartanburg County No. 7

TITLE OF PROJECT Initiating Instructional Change Through Modified Administrative Behavior By Elementary Principals

QUANTITY	MODEL NUMBER AND DESCRIPTION	PURCHASE PRICE	LOCATION
1	16" Executive IBM Typewriter Serial No. 8267312	$ 535.00	402 Hillcrest Offices Spartanburg, S C
1	3-M Dry Photocopier Serial No. 007632 K	458 00	"
1	Monroe Calculator Serial No. B 066051	875 00	"
1	#40 Oak Table, 24" x 36"	24.95	"
1	C-4 Coat Rack	14.35	"